

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Articles
<b>Focus:</b>	Vocabulary (Building Vocabulary), Predictions, and Articles (a, an, the)

**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

Building a big vocabulary is important. If you were to speak Eskimo, you would have over 25 words for snow. Why would it be important for Eskimos to have so many words for "snow"? How will have a lot of word help you? The words: the, a, an, are articles. They are used to make speaking and writing flow more easily. Use each of these articles in a sentence. 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.

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Vocabulary</b></p> <p>Vocabulary refers to words that we know and use when we speak and write. Knowing what words mean is important and being able to match words to clues is also helpful.</p> <p>Give several clues and have children determine what word or words go with the clues.</p> <p><b>Vocabulary Builder</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide the students into pairs.</li> <li>2. Give each pair a Vocabulary Builder Game Board.</li> <li>3. Together, students complete each of the boxes, providing vocabulary that matches the clue.</li> <li>4. When pair is finished they should join another pair and share their answers.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p>	<p>Often, this activity will be</p>

## Consult 4 Kids Lesson Plans

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

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.

### Articles

Articles are small words that come before a noun or an adjective-noun combination. There are three articles: a, an, and the. The words “a” and “an” both mean one. “A” comes before a word (adjective or noun) that begins with a consonant. “An” comes before a word (adjective or noun) that begins with a vowel.

The words “a” and “an” single that something is being talked about generally. “The”, on the other hand, signals that something specific is being talked about. Think about the subtle difference in the phrases “a green door” and “the green door”. Although it seems like there should be much difference, the words we choose always make a difference.

### Articles

#### Directions:

1. Divide students into pairs.
2. Give each student a deck of Articles Cards and a Game Board.
3. Shuffle the cards and place the cards face down next to the Game Board between the students.
4. Player 1 draws a card and decides which article to place the word under.
5. Player 2 continues in the same way.
6. Game is over when the cards have all been used.

### 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!)

2<sup>nd</sup> Grade Articles

A	An	The

2<sup>nd</sup> Grade Articles Cards

dictionary	toy	ocean
deer	beach	ant
egg	lake	ripe orange
house	panda	large slide
icicle	umbrella	elephant
movie	purse	basketball
tennis shoe	tree	igloo
computer	watch	easy problem
omelet	woman	orange cat

Consult 4 Kids Lesson Plans

peach pie	oven	best player
car	apartment	house



2<sup>nd</sup> Grade Vocabulary Builder

a three syllable word	a compound word	a word with a prefix	a word with a suffix	a word used in science
a word used in math	a contraction	one syllable word	an action word	a noun that has 6 letters or more
a synonym for the word ugly	the name of a holiday	a word that describes a feeling	a homophone	an antonym for clean
an antonym for heavy	a verb that shows action	a color word	a word to describe a dog	a synonym for the word laugh

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Find the Evidence and Adjectives
<b>Focus:</b>	Vocabulary (Prefixes), Predicting, and Adjectives

### 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 prefixes? Where would you find them in a word? What are some of the most commonly used prefixes. What do you know about adjectives? What are some of the adjectives that you use regularly? How would you describe your pet if you couldn't use adjectives? 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.

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

Repeated Reading passages can be found at:

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

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

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



## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student’s vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Prefixes</b></p> <p>A prefix is a group of letters added to the beginning of a word. The word that the prefix is added to is called a root or based word. When you add a prefix you change the meaning of the root word. Two common prefixes are re- and un-. Re means again or back. In the example “redo”, the re makes the word do mean to do again. Un means not. In the word unclean, the un makes the word mean not clean or dirty.</p> <p><b>Prefixes</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Prefixes Game Board and set of Prefix Cards.</li> <li>3. Shuffle the cards and place them by the Game Board between the two players.</li> <li>4. Player 1 draws a card, reads the sentence and decides whether to add the prefix re- or the prefix –un to the word. Once the decision has been made, the player covers the re- or un- on the Game Board.</li> <li>5. Player 2 continues in the same way.</li> <li>6. Game is over when all cards have been played.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p>	<p>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><b>Find the Evidence:</b> On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adjectives</b> Adjectives are words that describe nouns. Adjectives can tell you the following things:</p> <ul style="list-style-type: none"> <li>• number</li> <li>• color</li> <li>• size</li> <li>• shape</li> <li>• other details</li> </ul> <p>Have children name adjectives that fall into the categories above before doing the activity.</p> <p><b>Adjectives</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adjectives Game Board and Adjective Cards.</li> <li>3. Shuffle the cards and along with the game board put between the students.</li> <li>4. Player 1 draws a card and determines which column the adjective belongs in.</li> <li>5. Player 2 continues and play goes back and forth between the players until all the cards are played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### Closing

#### Review

Say:

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

#### Debrief

**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.

## 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!)

2<sup>nd</sup>-3<sup>rd</sup> Grade Prefixes

re-	un-	re-	un-	re-	un-
un-					re-
re-					un-
un-					re-
re-					un-
un-					re-
un-	re-	un-	re-	un-	re-

## Consult 4 Kids Lesson Plans

### Grade 2-3 Prefixes

She (wrapped) the presents she was given.	He had to (draw) the plans.	John's directions were (clear).	Eating candy is (healthy).
Jorge had to (do) his homework.	The glass is empty. (Fill) it please.	He did not win. He was (lucky).	She looked inside the present and had to (wrap) it.
Mark will need to (read) the story.	Each week he has to (wind) the clock.	Please (write) the story.	He is an (known) stranger.
Please (zip) the baby's jacket.	You will need to (heat) the leftovers.	I will buy the (opened) peanuts.	Please (send) the email.
Please (tie) your shoe before you take it off.	The director called for a (take) of the scene.	You will need to (align) the folders.	Please (wash) the vegetables.



2-3 Grade Adjectives

Number	Color	Size	Shape	Other Details

## Adjective Cards

two	yellow	twenty	four	orange
brown	sixteen	purple	nine	five
green	square	circular	thin	small
oval	long	tiny	round	large
gray	barking	beautiful	tired	squirming
giant	black	thirteen	one	sunny
triangular	shallow	rapid	white	twelve

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Nouns In Print
<b>Focus:</b>	Vocabulary (Nouns), Predicting, and Sentence Builders

### 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

Nouns name people, places, and things. Make a list of at least 5 nouns in each of these categories. Use them in a sentence. Part of communicating is writing and to do this, we need to be able to build sentences. What are the parts of a sentence? Give an example of a subject. Give an example of a predicate. 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.

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

Repeated Reading passages can be found at:

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

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

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



## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Nouns</b></p> <p>Nouns are words that name people, places, and things. Nouns can be common nouns, like the words boy, teacher, park, building, pail and desk. Nouns can be proper nouns that name specific people, places, and things. For example: John, Mary, Griffith Park, Empire State Building, Quarter Pounder, Nike.</p> <p>Ask children to name a variety of nouns and determine if they are examples of person, place or thing.</p> <p><b>Nouns in Print</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 2 or 3.</li> <li>2. Give each pair a Person, Place, Thing grid, newspaper or magazine, scissors, and glue sticks.</li> <li>3. Ask students to find at least 10 words for each category and paste them in the correct column.</li> <li>4. When group is finished, ask them to share with another group.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p>	<p>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

**Three Words:** share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.

### Conventions

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

### Sentence Builders

A sentence is built in a particular order. This is called syntax. The normal word order for a sentence in English is adjective + noun + verb + adverb. An example of this would be “Big dogs bark loudly.” Another example would be: Pretty, little girls wear yellow.

Have students give you several sentences to write on the board or on chart paper. Identify which words are nouns, verbs, adjective, and adverbs.

You can add other words and phrases as well.

### Sentence Builder

#### Directions:

1. Divide students into pairs.
2. Give each pair two sheets of paper.
3. Ask pair to fold the paper in a hot dog fold and then divide the paper into 1/4<sup>ths</sup>.
4. It will look like this:

A	N	V	AD
---	---	---	----

5. In order to create a sentence, label the first space A for Adjective, the second N for Noun, the third V for Verb, and the fourth AD for Adverb.
6. Once the space is labeled, students should take scissors and cut on the line through the top flap. It would look like this:

	N	V	AD
--	---	---	----

7. The first flap is open, and after you cut the first flap across the paper you will be able to see the space underneath the first layer.
8. Have students write a sentence, placing one word (adjective, noun, verb, or adverb, in each space and draw a picture in each space to illustrate the word.
9. Students should create two sentences and then share with another pair.

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.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

2<sup>nd</sup> Grade Nouns in Print

Person	Place	Thing

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Prefixes and Adjectives
<b>Focus:</b>	Vocabulary (Prefixes), Clarifying, and Adjectives

**Materials:**

Activities at end of lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What are some of the prefixes that you use regularly? Make a list of 5 prefixes and then make as many words as you can using those prefixes. Adjectives describe nouns (persons, places, and things). Identify 3 adjectives for each of these 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.
6. Celebrate success.

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**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.

#### Prefixes

A prefix is a group of letters added to the beginning of a word. The word that the prefix is added to is called a root or based word. When you add a prefix you change the meaning of the root word. Two common prefixes are re- and un-. Re means again or back. In the example "redo", the re makes the word do mean to do again. Un means not. In the word unclear, the un makes the word mean not clean or dirty.

#### Prefixes

##### Directions:

1. Divide students into pairs.
2. Give each pair a Prefixes Game Board and set of Prefix Cards.
3. Shuffle the cards and place them by the Game Board between the two players.
4. Player 1 draws a card, reads the sentence and decides whether to add the prefix re- or the prefix -un to the word. Once the decision has been made, the player covers the re- or un- on the Game Board.
5. Player 2 continues in the same way.
6. Game is over when all cards have been 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

## Consult 4 Kids Lesson Plans

<p><b>Clarifying:</b></p> <p><b>Charades:</b> choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adjectives</b></p> <p>Adjectives are words that describe nouns. Adjectives can tell you the following things:</p> <ul style="list-style-type: none"> <li>• number</li> <li>• color</li> <li>• size</li> <li>• shape</li> <li>• other details</li> </ul> <p>Have children name adjectives that fall into the categories above before doing the activity.</p> <p><b>Adjectives</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adjectives Game Board and Adjective Cards.</li> <li>3. Shuffle the cards and along with the game board put between the students.</li> <li>4. Player 1 draws a card and determines which column the adjective belongs in.</li> <li>5. Player 2 continues and play goes back and forth between the players until all the cards are played.</li> </ol>	<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>

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


## 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!)



2<sup>nd</sup> Grade Prefixes

re-	un-	re-	un-	re-	un-
un-					re-
re-					un-
un-					re-
re-					un-
un-					re-
un-	re-	un-	re-	un-	re-

## Consult 4 Kids Lesson Plans

### Grade 2 Prefixes

She (wrapped) the presents she was given.	He had to (draw) the plans.	John's directions were (clear).	Eating candy is (healthy).
Jorge had to (do) his homework.	The glass is empty. (Fill) it please.	He did not win. He was (lucky).	She looked inside the present and had to (wrap) it.
Mark will need to (read) the story.	Each week he has to (wind) the clock.	Please (write) the story.	He is an (known) stranger.
Please (zip) the baby's jacket.	You will need to (heat) the leftovers.	I will buy the (opened) peanuts.	Please (send) the email.
Please (tie) your shoe before you take it off.	The director called for a (take) of the scene.	You will need to (align) the folders.	Please (wash) the vegetables.



2<sup>nd</sup> Grade Adjectives

Number	Color	Size	Shape	Other Details

## Adjective Cards

two	yellow	twenty	four	orange
brown	sixteen	purple	nine	five
green	square	circular	thin	small
oval	long	tiny	round	large
gray	barking	beautiful	tired	squirming
giant	black	thirteen	one	sunny
triangular	shallow	rapid	white	twelve

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Sentence Builders
<b>Focus:</b>	Vocabulary (Nouns), Clarifying, and Sentence Builders

### 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

Make a list of both common and proper nouns. Match them—placing the people with people, places with places, and things with things. What is the difference between a common and a proper noun? Why is it important to make the distinction? Work together to create 5 sentences that have 7 or more words. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**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.

#### Nouns

Nouns are words that name people, places, and things. Nouns can be common nouns, like the words boy, teacher, park, building, pail and desk. Nouns can be proper nouns that name specific people, places, and things. For example: John, Mary, Griffith Park, Empire State Building, Quarter Pounder, Nike.

Ask children to name a variety of nouns and determine if they are examples of person, place or thing.

#### Nouns in Print

##### Directions:

1. Divide students into groups of 2 or 3.
2. Give each pair a Person, Place, Thing grid, newspaper or magazine, scissors, and glue sticks.
3. Ask students to find at least 10 words for each category and paste them in the correct column.
4. When group is finished, ask them to share with another group.

### 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

## Consult 4 Kids Lesson Plans

<p><b>Clarifying:</b></p> <p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>									
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentence Builders</b></p> <p>A sentence is built in a particular order. This is called syntax. The normal word order for a sentence in English is adjective + noun + verb + adverb. An example of this would be "Big dogs bark loudly." Another example would be: Pretty, little girls wear yellow.</p> <p>Have students give you several sentences to write on the board or on chart paper. Identify which words are nouns, verbs, adjective, and adverbs.</p> <p>You can add other words and phrases as well.</p> <p><b>Sentence Builder</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair two sheets of paper.</li> <li>3. Ask pair to fold the paper in a hot dog fold and then divide the paper into 1/4<sup>ths</sup>.</li> <li>4. It will look like this:           <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25px; height: 20px;">A</td> <td style="width: 25px; height: 20px;">N</td> <td style="width: 25px; height: 20px;">V</td> <td style="width: 25px; height: 20px;">AD</td> </tr> </table> </li> <li>5. In order to create a sentence, label the first space A for Adjective, the second N for Noun, the third V for Verb, and the fourth AD for Adverb.</li> <li>6. Once the space is labeled, students should take scissors and cut on the line through the top flap. It would look like this:           <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25px; height: 20px;"></td> <td style="width: 25px; height: 20px;">N</td> <td style="width: 25px; height: 20px;">V</td> <td style="width: 25px; height: 20px;">AD</td> </tr> </table> </li> <li>7. The first flap is open, and after you cut the first flap across the paper you will be able to see the space underneath the first layer.</li> <li>8. Have students write a sentence, placing one word (adjective, noun, verb, or adverb, in each space and draw a picture in each space to illustrate the word.</li> <li>9. Students should create two sentences and then share with another pair.</li> </ol>	A	N	V	AD		N	V	AD	<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>
A	N	V	AD						
	N	V	AD						

## 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!)



2<sup>nd</sup> Grade Nouns in Print

Person	Place	Thing

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Vocabulary Building
<b>Focus:</b>	Vocabulary (Building Vocabulary), Clarifying and Articles (the, an, a)

**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?

Building vocabulary is very important. Make a list of all of the words you can think of that mean “big”. Each of the words you have named means something slightly different. Why is it important for us to know so many different ways to say the word “big”? Articles (the, a, an) might be tiny, but they make speaking and writing more fluid. Write three sentences on the board using the words a, the, and an. Then take out these words and read the sentences without those words. How does it “feel” to say these sentences without these words?

### 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.

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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.

on with the story).

### Fluency Activity of the Day

**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.

### Vocabulary

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

#### Vocabulary

Vocabulary refers to words that we know and use when we speak and write. Knowing what words mean is important and being able to match words to clues is also helpful.

Give several clues and have children determine what word or words go with the clues.

#### Vocabulary Builder

##### Directions:

1. Divide the students into pairs.
2. Give each pair a Vocabulary Builder Game Board.
3. Together, students complete each of the boxes, providing vocabulary that matches the clue.
4. When pair is finished they should join another pair and share their answers.

### 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

##### Clarifying:

**Individual Show-Off:** Before class, use several of the interesting words in a sentence in

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>the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Articles</b></p> <p>Articles are small words that come before a noun or an adjective-noun combination. There are three articles: a, an, and the. The words “a” and “an” both mean one. “A: comes before a word (adjective or noun) that begins with a consonant. “An” comes before a word (adjective or noun) that begins with a vowel.</p> <p>The words “a” and “an” single that something is being talked about generally. “The”, on the other hand, signals that something specific is being talked about. Think about the subtle difference in the phrases “a green door” and “the green door”. Although it seems like there should be much difference, the words we choose always make a difference.</p> <p><b>Articles</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each student a deck of Articles Cards and a Game Board.</li> <li>3. Shuffle the cards and place the cards face down next to the Game Board between the students.</li> <li>4. Player 1 draws a card and decides which article to place the word under.</li> <li>5. Player 2 continues in the same way.</li> <li>6. Game is over when the cards have all been used.</li> </ol>	<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>

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

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

## 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!)

2<sup>nd</sup> Grade Articles

A	An	The

2<sup>nd</sup> Grade Articles Cards

dictionary	toy	ocean
deer	beach	ant
egg	lake	ripe orange
house	panda	large slide
icicle	umbrella	elephant
movie	purse	basketball
tennis shoe	tree	igloo
computer	watch	easy problem
omelet	woman	orange cat

Consult 4 Kids Lesson Plans

peach pie	oven	best player
car	apartment	house





2<sup>nd</sup> Grade Vocabulary Builder

a three syllable word	a compound word	a word with a prefix	a word with a suffix	a word used in science
a word used in math	a contraction	one syllable word	an action word	a noun that has 6 letters or more
a synonym for the word ugly	the name of a holiday	a word that describes a feeling	a homophone	an antonym for clean
an antonym for heavy	a verb that shows action	a color word	a word to describe a dog	a synonym for the word laugh

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	I Wonder and Suffixes
<b>Focus:</b>	Vocabulary (Suffixes), Questioning, and Adverbs

### 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 is a suffix? Where do you find suffixes in a word? What are some commonly used suffixes? Make a list of 5 commonly used suffixes. What is an adverb? What are some of the ways that an adverb can describe a verb, adjective, or other adverb? Make a list of commonly used adverbs? 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](http://www.readinga-z.com) (This is a subscription fee site).

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

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

## Consult 4 Kids Lesson Plans

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

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

### Vocabulary

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

#### Suffixes

A suffix is a group of letters added to end of a word. The word a suffix is added to is called a root or based word. A suffix changes the meaning of the root or base word. Two common suffixes are -er, and -est. When you add the suffix -er to a word it makes the word mean more. For example if you are slow, when you ad -er you are now slower. If you add -est, you are the most. So if you are slow, and everyone else is faster, you become the slowest.

This is called making a comparison.

The comparison would look like this:

1. I am slow.
2. John is slower than me.
3. Mark is the slowest of the three of us.

Practice this pattern several times as that is what students will do during the activity

#### Suffixes

##### Directions:

1. Divide students into pairs.
2. Give each pair a Sentence Card and white boards.
3. Working together, students take each sentence and write it in the three ways listed above.
4. When pair has finished with the sentences, they should join another pair and compare information.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-

## Consult 4 Kids Lesson Plans

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b>  <b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adverbs</b>          Adverbs are words that tell more about verbs. Often times adverbs end with "ly". Adverbs can tell:</p> <p style="padding-left: 40px;"> <b>how something happens</b>  <b>where something happens</b>  <b>when something happens</b> </p> <p>It is important that you can identify the verb and what specific information the adverb is giving you.</p> <p>Discuss several adverbs with the student, writing them on the board in sentences and identifying the adverb and the information that it is giving you.</p> <p><b>Adverbs</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adverbs Game Board and Adverb Cards.</li> <li>3. Shuffle the cards and along with the game board put between the students.</li> <li>4. Player 1 draws a card and determines which column the adverb belongs in.</li> <li>5. Player 2 continues and play goes back and forth between the players until all the cards are played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

## 2<sup>nd</sup> Grade Suffixes

### Suffix Sentence Card

John is slow.

Millie is small.

Her voice is loud.

John's car is fast.

This pillow is soft.

This piece of candy is sweet.

This building is tall.

This homework is easy.

This room is big.

July is hot.

My shoestring is long.

Our cat is old.

She is nice.

The bird flies high.

Today was cold.

That smell is strong.

This joke is funny.

This book is long.

My grandfather is old.

Mary ran fast.

2<sup>nd</sup> Grade Adverbs

How	Where	When

Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Adverbs Card

quickly	sadly	slowly
quietly	too	carefully
easily	fast	loudly
softly	well	gracefully
peacefully	soon	down
there	above	fast
hard	clumsily	often
inside	always	yesterday
tomorrow	before	tonight



## Consult 4 Kids Lesson Plans

often	today	soon
daily	inside	here

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Pronouns
<b>Focus:</b>	Vocabulary (Synonyms and Antonyms), Questioning, and Pronouns

### 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 synonyms? Why is it important for you to know the many synonyms for common words? What is an antonym? How are antonyms different from synonyms? Why are antonyms important in learning how to communicate effectively? What do you know about pronouns? Give several examples of pronouns. Use each of them in a sentence. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

### Vocabulary

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

**Synonyms and Antonyms** Synonyms are two or more words that mean the same or nearly the same thing. Synonyms are big and large, laugh and chuckle. Antonyms are words that mean the opposite of one another. Examples of antonyms are big and little, laugh and cry.

Practice several synonym and antonym pairs before having children do the activity.

### Synonyms and Antonyms

#### Directions:

1. Divide students into pairs.
2. Give each pair as set of Synonym-Antonym Cards.
3. Shuffle the cards and place between the players.
4. Player 1 draws a card and tells whether the words are synonyms or antonyms. If player is correct, player keeps the card.
5. Player 2 repeats the same process.
6. When all the cards have been used, pair selects 4 cards and writes a sentence using both of the words to share with the group.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

**Questioning:**

**Question and Connection:** Students form groups of four or five. Student read 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.

## Consult 4 Kids Lesson Plans

<p>information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Pronouns</b></p> <p>Pronouns are words that take the place of nouns. Pronouns can be used as:</p> <ul style="list-style-type: none"> <li>• subjects</li> <li>• objects</li> <li>• possessives</li> </ul> <p>Examples of subject pronouns include I, he, they. Examples of object pronouns include them, him, me. Examples of possessive pronouns include their, mine, ours.</p> <p>Review several examples of different pronouns with the students; have them practice giving sentences that you can write on the board.</p> <p><b>Pronouns</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Pronoun Word Bank and a Deck of Pronoun Sentence cards.</li> <li>3. Shuffle the cards and place the cards face down by the Word Bank between the students.</li> <li>4. Player 1 draws a Sentence Card, reads the sentence and selects one of the pronouns to complete the sentence. If Player 1 is correct, he/she keeps the card. If he/she is not correct, he/she returns the card to the bottom of the pile.</li> <li>5. Player 2 continues in the same way.</li> <li>6. Game is over when all of the cards have been used.</li> </ol>	<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!)

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Synonyms and Antonyms

bottom-top	weak-strong	friend-enemy
brave-afraid	shut-open	little-big
buy-sell	night-day	awake-asleep
straight-crooked	front-back	play-work
fast-slow	neat-sloppy	difficult-easy
relax-rest	hard-difficult	cost-price
happy-delighted	present-gift	tidy-neat
delicious-tasty	friend-buddy	quick-fast
slash-tear	start-begin	enemy-foe

2<sup>nd</sup> Grade Pronoun Word Bank

Pronoun Word Bank

I  
you  
he  
she  
we  
they  
it

me  
you  
him  
her  
us  
them  
it

mine  
yours  
hers  
his  
our  
theirs  
its

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Pronoun Sentence Cards

<u>My mom</u> took us to the show.	<u>My grandma</u> bakes cupcakes.	<u>Jorge and Mark</u> ran the race.
<u>The wind</u> blew through the mountain pass.	<u>Mark and I</u> went to the store together.	<u>Jack</u> cleaned the garage.
<u>Joe's</u> grandparents live in Los Angeles.	<u>Dad</u> played tennis on Friday.	<u>Jill's</u> parents go dancing on Tuesday.
John fixed <u>the motorcycle</u> .	Dad threw the ball to <u>Mark</u> .	The cruise captain escorted <u>Jane</u> to the boat.
Hand the paper to <u>Mr. Smith</u> .	John gave <u>Lily</u> a present.	Jorge sent the box to <u>Jill and Jack</u> .
The teacher took <u>the students</u> to the zoo.	The artist painted <u>the picture</u> .	Joe gave that to <u>Bob and me</u> .
<u>Jack's and Jill's</u> hill is steep.	Will you give that to <u>Fred and me?</u>	I do not want to give that to <u>the person standing in front of me</u> .
I will eat <u>the cupcakes</u> with milk.	Mother made sandwiches for <u>Fred and Molly</u> .	<u>John and I</u> went to the zoo.
<u>(Speaking of myself)</u> went to the store.	Put the wallet on <u>the desk</u> .	Joy gave the perfume to <u>Joni</u> .



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Somebody Wanted Pronouns
<b>Focus:</b>	Vocabulary (Synonyms and Antonyms), Summarizing, and Pronouns

### 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

Think about words that you use commonly. Make a list of adjectives and make a list of both the synonyms and antonyms for each of them. Create sentences in which you use both the synonym and the antonym. What are the pronouns you use for yourself? What are the pronouns you use for a female acquaintance? What are the pronouns you use for a male acquaintance? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

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

### Vocabulary

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

**Synonyms and Antonyms** Synonyms are two or more words that mean the same or nearly the same thing. Synonyms are big and large, laugh and chuckle. Antonyms are words that mean the opposite of one another. Examples of antonyms are big and little, laugh and cry.

Practice several synonym and antonym pairs before having children do the activity.

### Synonyms and Antonyms

#### Directions:

1. Divide students into pairs.
2. Give each pair as set of Synonym-Antonym Cards.
3. Shuffle the cards and place between the players.
4. Player 1 draws a card and tells whether the words are synonyms or antonyms. If player is correct, player keeps the card.
5. Player 2 repeats the same process.
6. When all the cards have been used, pair selects 4 cards and writes a sentence using both of the words to share with the group.

### 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.

## Consult 4 Kids Lesson Plans

<p><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Pronouns</b>  Pronouns are words that take the place of nouns. Pronouns can be used as:</p> <ul style="list-style-type: none"> <li>• subjects</li> <li>• objects</li> <li>• possessives</li> </ul> <p>Examples of subject pronouns include I, he, they. Examples of object pronouns include them, him, me. Examples of possessive pronouns include their, mine, ours.  Review several examples of different pronouns with the students, have them practice giving sentences that you can write on the board.</p> <p><b>Pronouns</b>  <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Pronoun Word Bank and a Deck of Pronoun Sentence cards.</li> <li>3. Shuffle the cards and place the cards face down by the Word Bank between the students.</li> <li>4. Player 1 draws a Sentence Card, reads the sentence and selects one of the pronouns to complete the sentence. If Player 1 is correct, he/she keeps the card. If he/she is not correct, he/she returns the card to the bottom of the pile.</li> <li>5. Player 2 continues in the same way.</li> <li>6. Game is over when all of the cards have been used.</li> </ol>	<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!)

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Synonyms and Antonyms

bottom-top	weak-strong	friend-enemy
brave-afraid	shut-open	little-big
buy-sell	night-day	awake-asleep
straight-crooked	front-back	play-work
fast-slow	neat-sloppy	difficult-easy
relax-rest	hard-difficult	cost-price
happy-delighted	present-gift	tidy-neat
delicious-tasty	friend-buddy	quick-fast
slash-tear	start-begin	enemy-foe

2<sup>nd</sup> Grade Pronoun Word Bank

## Pronoun Word Bank

I	me	mine
you	you	yours
he	him	hers
she	her	his
we	us	our
they	them	theirs
it	it	its

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Pronoun Sentence Cards

<u>My mom</u> took us to the show.	<u>My grandma</u> bakes cupcakes.	<u>Jorge and Mark</u> ran the race.
<u>The wind</u> blew through the mountain pass.	<u>Mark and I</u> went to the store together.	<u>Jack</u> cleaned the garage.
<u>Joe's</u> grandparents live in Los Angeles.	<u>Dad</u> played tennis on Friday.	<u>Jill's</u> parents go dancing on Tuesday.
John fixed <u>the motorcycle</u> .	Dad threw the ball to <u>Mark</u> .	The cruise captain escorted <u>Jane</u> to the boat.
Hand the paper to <u>Mr. Smith</u> .	John gave <u>Lily</u> a present.	Jorge sent the box to <u>Jill and Jack</u> .
The teacher took <u>the students</u> to the zoo.	The artist painted <u>the picture</u> .	Joe gave that to <u>Bob and me</u> .
<u>Jack's and Jill's</u> hill is steep.	Will you give that to <u>Fred and me?</u>	I do not want to give that to <u>the person standing in front of me</u> .
I will eat <u>the cupcakes</u> with milk.	Mother made sandwiches for <u>Fred and Molly</u> .	<u>John and I</u> went to the zoo.
<u>(Speaking of myself)</u> went to the store.	Put the wallet on <u>the desk</u> .	Joy gave the perfume to <u>Joni</u> .

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Suffixes and Adverbs
<b>Focus:</b>	Vocabulary (Suffixes), Summarizing, and Adverbs

**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

Make a list of 5 different suffixes. Make as many words as you can using those commonly used suffixes. Sometimes adverbs end in the letters "ly". Make a list of adverbs that end in "ly". Use each of those words in a sentence by telling the person next to you the sentence you have created.

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

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

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



## Consult 4 Kids Lesson Plans

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.

#### Suffixes

A suffix is a group of letters added to end of a word. The word a suffix is added to is called a root or based word. A suffix changes the meaning of the root or base word. Two common suffixes are -er, and -est. When you add the suffix -er to a word it makes the word mean more. For example if you are slow, when you ad -er you are now slower. If you add -est, you are the most. So if you are slow, and everyone else is faster, you become the slowest.

This is called making a comparison.

The comparison would look like this:

1. I am slow.
2. John is slower than me.
3. Mark is the slowest of the three of us.

Practice this pattern several times as that is what students will do during the activity

#### Suffixes

##### Directions:

1. Divide students into pairs.
2. Give each pair a Sentence Card and white boards.
3. Working together, students take each sentence and write it in the three ways listed above.
4. When pair has finished with the sentences, they should join another pair and compare information.

### 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

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

## Consult 4 Kids Lesson Plans

<p>detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?"</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adverbs</b></p> <p>Adverbs are words that tell more about verbs. Often times adverbs end with "ly". Adverbs can tell:</p> <p>how something happens          where something happens          when something happens</p> <p>It is important that you can identify the verb and what specific information the adverb is giving you.</p> <p>Discuss several adverbs with the student, writing them on the board in sentences and identifying the adverb and the information that it is giving you.</p> <p><b>Adverbs</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adverbs Game Board and Adverb Cards.</li> <li>3. Shuffle the cards and along with the game board put between the students.</li> <li>4. Player 1 draws a card and determines which column the adverb belongs in.</li> <li>5. Player 2 continues and play goes back and forth between the players until all the cards are played.</li> </ol>	<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!)

## 2<sup>nd</sup> Grade Suffixes

### Suffix Sentence Card

John is slow.

Millie is small.

Her voice is loud.

John's car is fast.

This pillow is soft.

This piece of candy is sweet.

This building is tall.

This homework is easy.

This room is big.

July is hot.

My shoestring is long.

Our cat is old.

She is nice.

The bird flies high.

Today was cold.

That smell is strong.

This joke is funny.

This book is long.

My grandfather is old.

Mary ran fast.

2<sup>nd</sup> Grade Adverbs

How	Where	When

## Consult 4 Kids Lesson Plans

 2<sup>nd</sup> Grade Adverbs Card

quickly	sadly	slowly
quietly	too	carefully
easily	fast	loudly
softly	well	gracefully
peacefully	soon	down
there	above	fast
hard	clumsily	often
inside	always	yesterday
tomorrow	before	tonight

## Consult 4 Kids Lesson Plans

often	today	soon
daily	inside	here

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Student Activity Choice
<b>Focus:</b>	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](http://www.readinga-z.com) (This is a subscription fee site).

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

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



## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

<p>Today is a 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"> <li><b>Adjectives</b></li> <li><b>Adverbs</b></li> <li><b>Articles</b></li> <li><b>Pronouns</b></li> <li><b>Build A Sentence</b></li> </ul>	<p>determine if they have and understanding of these key elements.</p>
--	--

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

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