

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Homographs and Homophones
<b>Focus:</b>	Vocabulary (Homophones and Homographs), Predicting, and Sentence Types

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What do you know about homophones? "Homo" means alike, and "phones" refers to how things sound. If you put those two together you have words that sound alike. What are some examples of homophones (your, you're; to, two, too). What is a homograph? "Graph" refers to how things are written. What are some examples of homographs (re-cord, and rec-ord)? Give several examples of homographs. What are the four basic types of sentences? Give examples of each. 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.

#### \*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

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<ol style="list-style-type: none"> <li>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.</li> <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>on with the story).</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>Homophones and Homographs</b> Homophones are two words that sound alike when you say them but they are spelled differently and mean different things. Homographs look alike (spelling is the same) but are pronounced differently and mean something different.</p> <p><b>Homophones and Homographs</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Homophones and Homograph Cards and a Game Board.</li> <li>3. Shuffle the cards and place them face down near the Game Board.</li> <li>4. Player 1 draws a card and determines if the pair of words represents a homograph pair or a homophone pair.</li> <li>5. Player 2 continues play 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><b>Three Words:</b> 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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><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 Types</b>          There are four types of sentences:  <b>declarative (a telling sentence, a statement)</b>  <b>interrogative (an asking sentence, a question)</b>  <b>exclamatory ( shows strong feeling or emotion)</b>  <b>imperative (tells you what to do, a command)</b>          For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b>  <b>Declarative:</b> John rides his bicycle.  <b>Interrogative:</b> Is John riding his bicycle?  <b>Exclamatory:</b> Yikes, John is riding a bike!  <b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Sentence Challenge</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Challenge game board and deck of Sentence Challenge cards.</li> <li>3. Shuffle the cards and place them face down next to the Game Board between the students.</li> <li>4. Player 1 draws a sentence card and determines which type of sentence it is.</li> <li>5. If player is correct, he/she rolls the die and moves that many spaces on the game board.</li> <li>6. Player 2 continues in the same way.</li> <li>7. Activity is over when one player wins.</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>

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### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

2<sup>nd</sup> Grade Homographs and Homophones

Homographs	Homophones

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2<sup>nd</sup> Grade Homophone and Homograph Cards

sun—son	piece—peace	see—sea
prey—pray	be—bee	blew—blue
right—write	to—too	break—brake
eye—I	mail—male	sale—sail
eight—ate	heal—heel	bury—berry
bow—bow	wind—wind	bass-bass
moped—moped	minute—minute	row—row
wound—wound	sewer—sewer	dove—dove
record—record	present—present	resume—résumé



2<sup>nd</sup> Grade Sentence Challenge Cards

Where is my pencil?	Do you have the book?	When will you be leaving?	How tall is the four layer birthday cake?
Did you see the ball in the street?	Who is going to the game with you?	Why were the backpacks on the floor by the door?	What are the directions to your home?
This cake tastes horrible!	I can't wait for my birthday!	You scared me in that mask!	I didn't break your mirror!
Ouch, that really hurt me!	Yikes, you are scary!	Be careful on the slippery cement!	Stop, that is very dangerous!
Go to the store with your brother.	Find the old crayons before lunch.	Look in the toy chest for those items.	Eat your lunch first.
Take the dog for a walk.	Turn off the television when you leave the room.	Color the picture using only warm colors.	Write the story on lined paper.

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<p>There is a book on the end table.</p>	<p>Helen walked to the store after lunch.</p>	<p>My backpack is on the floor in my room.</p>	<p>The workmen came to repair the wall.</p>
<p>The clock needs to be wound every week.</p>	<p>Mother was baking cookies for lunch.</p>	<p>Dad leaves for work each morning at 8:00.</p>	<p>I enjoy playing the piano.</p>



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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Adverbs and One Minute Predictions
<b>Focus:</b>	Vocabulary (Adverbs), Predictions, and Sentence Types

**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 an adverb? When do you use an adverb? Sometimes adverbs end in the letters "ly". List several (more than 5) adverbs that end in "ly". Use two of them in a sentence. What type of sentence makes a strong statement? What punctuation mark ends this type of 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:

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

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

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<p>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>Adverbs</b> Adverbs are words that describe a verb. Adverbs can provide information about  <b>how</b>  <b>when</b>  <b>where</b></p> <p>Have students brainstorm a list of adverbs. Remember, that sometimes adverbs can end in "ly".</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 a Adverb Game Board and set of sentence cards.</li> <li>3. Shuffle the card and place face down near the game board between the students.</li> <li>4. Player 1 draws a card, reads the sentence, identifies the adverb and then determines if the adverb is providing information about how, when, where and place the sentence in that column.</li> <li>5. Player 2 continues the process.</li> <li>6. Game is over when all of the cards have been placed.</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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p><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><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 Types</b></p> <p>There are four types of sentences:</p> <ul style="list-style-type: none"> <li><b>declarative (a telling sentence, a statement)</b></li> <li><b>interrogative (an asking sentence, a question)</b></li> <li><b>exclamatory ( shows strong feeling or emotion)</b></li> <li><b>imperative (tells you what to do, a command)</b></li> </ul> <p>For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b></p> <p><b>Declarative:</b> John rides his bicycle.</p> <p><b>Interrogative:</b> Is John riding his bicycle?</p> <p><b>Exclamatory:</b> Yikes, John is riding a bike!</p> <p><b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Exclamatory Sentences:</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 Sentence Card and white boards.</li> <li>3. Working together, the students write each sentence on the white board, remembering to start with a capital letter and an exclamation mark at the end.</li> <li>4. When students have edited the exclamatory sentences on the card, pair should write 3 original exclamatory sentences.</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>

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### Closing

#### Review

Say:

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

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

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

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

2<sup>nd</sup> Grade Adverbs

How	When	Where

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

The cat raced across the road quickly.	He ate the ice cream cone slowly.	He found the Cheerios easily.
We will go to the movie tomorrow.	The party starts at 5:00 p.m.	We will go to the grocery store on Saturday.
The book was near my backpack.	The boy slept outside under the stars.	The clouds floated above.
He accepted the award happily.	The boy walked carefully across the street.	His clothes are folded neatly.
The baby crawled clumsily.	The cracker tasted salty.	The computer processed rapidly.
Jill drove slowly.	The president spoke clearly.	Jill whispered softly.
He fell down inside the room.	Martin yawned sleepily.	The car raced rapidly around the track.
Are we going skating tonight?	The team plays on Friday.	I arrived early.
The crackers taste tangy.	The swimmer dove clumsily.	She replied timidly.

2<sup>nd</sup> Grade Exclamatory Sentences

watch out Jill is running to the playground  
yikes the cow is running toward me  
stop the snowman is melting  
look out the boys have 50 snowballs  
the hill is too steep Frank  
my teeth hurt me; I need a dentist  
oh no the cookies have burned in the oven  
be careful the marshmallows are falling into the fire  
the radio is too loud  
we had a terrific time at the beach  
yahoo I am taking piano lessons  
here come the winners of the race  
the only color I like is green  
finally John has a new soccer ball  
oh no dad went to work early

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Sentence or Not and Fluency
<b>Focus:</b>	Vocabulary (Verbs), Predicting, and Sentences

**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

Give several examples of verbs. Verbs are words that show action, and sometimes state of being. Use action verbs in a sentence and identify the verb that you have used. What is the difference between a phrase and a sentence? What is the subject of a sentence? What is 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. 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

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2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

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

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<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>Verbs</b></p> <p>Verbs are words that show action. Jump, run, and skip are all verbs. When we think about a noun we usually think of the nouns as doing something. For example of the noun was boy, you might visualize the boy running, jumping, playing, reading, flying (in a plane of course), or smiling. If you were to take the noun and the verb you could make simple sentences:</p> <p>The boy runs. The boy jumps. The boy plays. The boy reads. And so it goes.</p> <p>Practice making sentences with the students as a class by giving them a noun and having them make as many sentences as they can in a minute.</p> <p><b>Ready, Set Action</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into 5 teams.</li> <li>2. Call up one team at a time.</li> <li>3. When the team comes up, hand the team a noun card and give them a chance to think about the different actions that this noun could do.</li> <li>4. After 30 seconds, time begins and the team (one member at a time) gives a sentence with the noun and a verb.</li> <li>5. Count the number of sentences that the team creates in 1 minute.</li> <li>6. Repeat with each team.</li> <li>7. When you are finished, the team with the most points wins.</li> </ol> <p><b>Nouns that you may want to consider when you make the cards:</b> boy, girl, horse, cow, dragon, baby, dog, airplane, teacher, fireman, truck</p>	
<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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or</p>

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<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>Predicting</b></p> <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>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>Sentences</b></p> <p>A sentence is a group of words that shares a complete thought. A sentence always begins with a capital letter and ends with some form of punctuation. A sentence also has a subject and a predicate. The subject identifies the who or the what, and the predicate identifies the action or the state of being. Other groups of words are phrases.</p> <p>Ask students to give some examples of sentences. Write them on the board or a chart. Be sure to capitalize the first word and end the sentence with a punctuation mark. Underline the subject and circle the predicate.</p> <p><b>Sentence or Not</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 Sentence or Not card and white boards.</li> <li>3. Working together, students review each group of words.</li> <li>4. The first question is to determine if the group of words is a sentence.</li> <li>5. If it is a sentence, then the pair writes the group of words correctly (capital mark) on the white board.</li> <li>6. When pair is finished with the sentences on the card, they should look at the phrases and turn them into sentences by making them a complete thought. They should write those new sentences on the second white board.</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 Sentence or Not

the birthday party begins at 5:30

the teacher read the book aloud

the fantastic pet

he was so excited he was shouting

miss Martin is a teacher at my school

while everyone is going to the game

joni needs to clean up her messy bedroom

do you know the name of your neighbor

the scary movie

laura runs the marathon with her older sister

my pencil is red with a yellow eraser

the watermelon is cold and juicy

under the old oak tree next to the garage

in the spider's web by the door

her brother walked all the way home

are you able to skate with your sore foot

over by the children in the park

the girl's aunt was coming for dinner

eating dinner at 3:00

dogs bark loudly

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Verbs Ready Set Action
<b>Focus:</b>	Vocabulary (Verbs), Clarifying, and Sentences

**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 examples of verbs? Which of these words represent something you as a person can do? Which one represent something that something else might do? Verbs show action in the present, past or anticipated action in the future. How would the verbs jump and run show these different time frames? What do you know about how a sentence starts and how it ends? Tell the person next to you a sentence and tell them what punctuation mark it would end with. 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

- 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.

### 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.

#### Verbs

Verbs are words that show action. Jump, run, and skip are all verbs. When we think about a noun we usually think of the nouns as doing something. For example of the noun was boy, you might visualize the boy running, jumping, playing, reading, flying (in a plane of course), or smiling. If you were to take the noun and the verb you could make simple sentences:

The boy runs. The boy jumps. The boy plays. The boy reads. And so it goes.

Practice making sentences with the students as a class by giving them a noun and having them make as many sentences as they can in a minute.

#### Ready, Set Action

##### Directions:

1. Divide students into 5 teams.
2. Call up one team at a time.
3. When the team comes up, hand the team a noun card and give them a chance to think about the different actions that this noun could do.
4. After 30 seconds, time begins and the team (one member at a time) gives a sentence with the noun and a verb.
5. Count the number of sentences that the team creates in 1 minute.
6. Repeat with each team.
7. When you are finished, the team with the most points wins.

**Nouns that you may want to consider when you make the cards:** boy, girl, horse, cow, dragon, baby, dog, airplane, teacher, fireman, truck

### 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).

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

## Consult 4 Kids Lesson Plans

<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>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>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><b>Sentences</b></p> <p>A sentence is a group of words that shares a complete thought. A sentence always begins with a capital letter and ends with some form of punctuation. A sentence also has a subject and a predicate. The subject identifies the who or the what, and the predicate identifies the action or the state of being. Other groups of words are phrases.</p> <p>Ask students to give some examples of sentences. Write them on the board or a chart. Be sure to capitalize the first word and end the sentence with a punctuation mark. Underline the subject and circle the predicate.</p> <p><b>Sentence or Not</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 a Sentence or Not card and white boards.</li> <li>3. Working together, students review each group of words.</li> <li>4. The first question is to determine if the group of words is a sentence.</li> <li>5. If it is a sentence, then the pair writes the group of words correctly (capital mark) on the white board.</li> <li>6. When pair is finished with the sentences on the card, they should look at the phrases and turn them into sentences by making them a complete thought. They should write those new sentences on the second white board.</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!)



2<sup>nd</sup> Grade Sentence or Not

the birthday party begins at 5:30

the teacher read the book aloud

the fantastic pet

he was so excited he was shouting

miss Martin is a teacher at my school

while everyone is going to the game

joni needs to clean up her messy bedroom

do you know the name of your neighbor

the scary movie

laura runs the marathon with her older sister

my pencil is red with a yellow eraser

the watermelon is cold and juicy

under the old oak tree next to the garage

in the spider's web by the door

her brother walked all the way home

are you able to skate with your sore foot

over by the children in the park

the girl's aunt was coming for dinner

eating dinner at 3:00

dogs bark loudly

## 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 Challenge
<b>Focus:</b>	Vocabulary (Homophones and Homographs), Clarifying, and Sentence Types

### Materials:

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What do you know about homophones? "Homo" means alike, and "phones" refers to how things sound. If you put those two together you have words that sound alike. What are some examples of homophones (your, you're; to, two, too). What is a homograph? "Graph" refers to how things are written. What are some examples of homographs (de-sert, and desert)? Give several examples of homographs. What are the four basic types of sentences? Give examples of each. 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

- 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.

### 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.

### Homophones and Homographs

Homophones are two words that sound alike when you say them but they are spelled differently and mean different things. Homographs look alike (spelling is the same) but are pronounced differently and mean something different.

### Homophones and Homographs

#### Directions:

1. Divide students into pairs.
2. Give each pair a deck of Homophones and Homograph Cards and a Game Board.
3. Shuffle the cards and place them face down near the Game Board.
4. Player 1 draws a card and determines if the pair of words represents a homograph pair or a homophone pair.
5. Player 2 continues play 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

**Clarifying:**

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<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 Types</b> There are four types of sentences:  <b>declarative (a telling sentence, a statement)</b>  <b>interrogative (an asking sentence, a question)</b>  <b>exclamatory ( shows strong feeling or emotion)</b>  <b>imperative (tells you what to do, a command)</b></p> <p>For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b>  <b>Declarative:</b> John rides his bicycle.  <b>Interrogative:</b> Is John riding his bicycle?  <b>Exclamatory:</b> Yikes, John is riding a bike!  <b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Sentence Challenge</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Challenge game board and deck of Sentence Challenge cards.</li> <li>3. Shuffle the cards and place them face down next to the Game Board between the students.</li> <li>4. Player 1 draws a sentence card and determines which type of sentence it is.</li> <li>5. If player is correct, he/she rolls the die and moves that many spaces on the game board.</li> <li>6. Player 2 continues in the same way.</li> <li>7. Activity is over when one player wins.</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 Homographs and Homophones

Homographs	Homophones

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2<sup>nd</sup> Grade Homophone and Homograph Cards

sun—son	piece—peace	see—sea
prey—pray	be—bee	blew—blue
right—write	to—too	break—brake
eye—I	mail—male	sale—sail
eight—ate	heal—heel	bury—berry
bow—bow	wind—wind	bass-bass
moped—moped	minute—minute	row—row
wound—wound	sewer—sewer	dove—dove
record—record	present—present	resume—résumé



2<sup>nd</sup> Grade Sentence Challenge Cards

Where is my pencil?	Do you have the book?	When will you be leaving?	How tall is the four layer birthday cake?
Did you see the ball in the street?	Who is going to the game with you?	Why were the backpacks on the floor by the door?	What are the directions to your home?
This cake tastes horrible!	I can't wait for my birthday!	You scared me in that mask!	I didn't break your mirror!
Ouch, that really hurt me!	Yikes, you are scary!	Be careful on the slippery cement!	Stop, that is very dangerous!
Go to the store with your brother.	Find the old crayons before lunch.	Look in the toy chest for those items.	Eat your lunch first.
Take the dog for a walk.	Turn off the television when you leave the room.	Color the picture using only warm colors.	Write the story on lined paper.



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There is a book on the end table.	Helen walked to the store after lunch.	My backpack is on the floor in my room.	The workmen came to repair the wall.
The clock needs to be wound every week.	Mother was baking cookies for lunch.	Dad leaves for work each morning at 8:00.	I enjoy playing the piano.

## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

Give several examples of adverbs. Use several in sentences. What do you know about imperative sentences? What is a command? Who is usually the subject of a command? What punctuation marks does an imperative sentence end with?

### 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).

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

### Fluency Activity of the Day

**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.

#### Adverbs

Adverbs are words that describe a verb. Adverbs can provide information about

- how
- when
- where

Have students brainstorm a list of adverbs. Remember, that sometimes adverbs can end in "ly".

#### Adverbs

##### Directions:

1. Divide students into pairs.
  2. Give each pair a Adverb Game Board and set of sentence cards.
  3. Shuffle the card and place face down near the game board between the students.
  4. Player 1 draws a card, reads the sentence, identifies the adverb and then determines if the adverb is providing information about how, when, where and place the sentence in that column.
  5. Player 2 continues the process.
- Game is over when all of the cards have been placed.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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<p><b>Activity</b></p> <p><b>Clarifying:</b>  <b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	
<p><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 Types</b>          There are four types of sentences:  <b>declarative (a telling sentence, a statement)</b>  <b>interrogative (an asking sentence, a question)</b>  <b>exclamatory ( shows strong feeling or emotion)</b>  <b>imperative (tells you what to do, a command)</b>          For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b>  <b>Declarative:</b> John rides his bicycle.  <b>Interrogative:</b> Is John riding his bicycle?  <b>Exclamatory:</b> Yikes, John is riding a bike!  <b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Imperative Sentences:</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Card and white boards.</li> <li>3. Working together, the students write each sentence on the white board, remembering to start with a capital letter and a period at the end.</li> <li>4. When students have edited the sentences on the card, pair should write 3 original commands.</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 Adverbs

How	When	Where

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

The cat raced across the road quickly.	He ate the ice cream cone slowly.	He found the Cheerios easily.
We will go to the movie tomorrow.	The party starts at 5:00 p.m.	We will go to the grocery store on Saturday.
The book was near my backpack.	The boy slept outside under the stars.	The clouds floated above.
He accepted the award happily.	The boy walked carefully across the street.	His clothes are folded neatly.
The baby crawled clumsily.	The cracker tasted salty.	The computer processed rapidly.
Jill drove slowly.	The president spoke clearly.	Jill whispered softly.
He fell down inside the room.	Martin yawned sleepily.	The car raced rapidly around the track.
Are we going skating tonight?	The team plays on Friday.	I arrived early.

## 2<sup>nd</sup> Grade Imperative Sentences

run to the playground

walk slowly around the cow in the field

move the snowman out of the sun

make 50 snowballs to throw right now

don't sled down that hill

take care of your teeth

put the cookies in the oven to bake

roast the marshmallows over the campfire

turn the radio to a music station

take our picture at the beach

show up for your piano lessons every week

enter the race together

pick green as your favorite color

purchase a new soccer ball at the store

go to work early in the morning



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Declarative Sentences
<b>Focus:</b>	Vocabulary (Adjectives), Questioning, and Sentence Types

### 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 an adjective? What kind of information can an adjective give you? Give several adjectives that you could use to describe dog? How about banana? What are the four types of sentences? What kind of punctuation marks ends each sentence? When do you use each sentence type? 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).

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

### Fluency Activity of the Day

**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.

#### Adjectives

Adjectives are words that describe nouns. For example: gray, furry can be used to describe a cat, while funny, clever may be used to describe a person. Adjectives help the listener or the reader to understand the noun more clearly. These descriptive words help the listener/reader to make meaning.

Have students suggest adjectives that could describe common nouns like cat, dog, boy, girl.

If you can make a batch of popcorn in front of the children, this would be best. If you can't do that, take students through an exercise of imagining popcorn popping. Ask them to think about how popcorn would taste, smell, the sounds that the popping corn would make, how fresh popcorn might feel to the touch, and how not only the popcorn would look but how would it look if you could see it popping.

#### Popping Adjectives

##### Directions:

1. After popping corn or visualizing popping corn divide students into pairs.
2. Give each pair a Popping Adjectives sheet.
3. Ask them to write as many different adjectives as they can to describe the popping corn, being sure to put the adjective under the correct column.
4. You could repeat this activity having children visualize going to the fair, riding on a roller coaster, walking along the beach, or playing a game of soccer.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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<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>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>Sentence Types</b>          There are four types of sentences:  <b>declarative (a telling sentence, a statement)</b>  <b>interrogative (an asking sentence, a question)</b>  <b>exclamatory ( shows strong feeling or emotion)</b>  <b>imperative (tells you what to do, a command)</b>          For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b>  <b>Declarative:</b> John rides his bicycle.  <b>Interrogative:</b> Is John riding his bicycle?  <b>Exclamatory:</b> Yikes, John is riding a bike!  <b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Declarative Sentences:</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Card and white boards.</li> <li>3. Working together, the students write each sentence on the white board, remembering to start with a capital letter and a period at the end.</li> <li>4. When students have edited the sentences on the card, pair should write 3 original statements.</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 Declarative Sentences

jill will run to the playground

the brown cow is walking slowly in the field

the snowman melts in the sunshine

the boys will make 50 snowballs to throw at one another

frank sleds down the steep hill

a dentist takes care of your teeth

mother will put the cookies in the oven to bake

we can roast marshmallows over the campfire

the radio in the car is turned to a music station

our pictures were taken at the beach

i am taking piano lessons every week

fred and Frankie are entering the race together

my favorite color is green

he purchased a new soccer ball at the store

dad went to work early in the morning



2nd Grade Popping Adjectives

Smells	Looks	Tastes	Feels	Sounds

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	DIEI Sentences
<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).

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

### Fluency Activity of the Day

**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 words that mean the same or nearly the same thing. Antonyms are words that mean the opposite.

Have students offer pairs of words that are either synonyms or antonyms.

### Synonyms and Antonyms

#### Directions:

1. Divide students into pairs.
2. Give each pair a deck of Synonym and Antonym Cards and a Game Board.
3. Shuffle the cards and place them face down near the Game Board.
4. Player 1 draws a card and determines if the pair of words represents a synonym pair or an antonym pair.
5. Player 2 continues play 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.

### Activity

**Summarizing:**

**Somebody/Wanted? But? So:** This is a good way to summarize a story. Provide

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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



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<p>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 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 Types</b></p> <p>There are four types of sentences:</p> <ul style="list-style-type: none"> <li><b>declarative (a telling sentence, a statement)</b></li> <li><b>interrogative (an asking sentence, a question)</b></li> <li><b>exclamatory ( shows strong feeling or emotion)</b></li> <li><b>imperative (tells you what to do, a command)</b></li> </ul> <p>For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b></p> <p><b>Declarative:</b> John rides his bicycle.</p> <p><b>Interrogative:</b> Is John riding his bicycle?</p> <p><b>Exclamatory:</b> Yikes, John is riding a bike!</p> <p><b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Which One?</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 Which One? game board and deck of Which One cards.</li> <li>3. Shuffle the cards and place them face down next to the Game Board between the students.</li> <li>4. Player 1 draws a sentence card and determines which type of sentence it is and places the card in that column.</li> <li>5. Player 2 continues in the same way.</li> </ol> <p>Activity is over when all sentence cards have been placed.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## 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!)

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

Synonyms	Antonyms

Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Synonym and Antonym Cards

beautiful—pretty	mad—angry	sleepy—tired
hop—jump	quiet—silent	old—ancient
cry—sob	rich—wealthy	yell—scream
illustrate—draw	friend—buddy	sad—unhappy
finished—ended	tiny—little	mad—happy
friend—enemy	smile—frown	noisy—quiet
dull-shiny	dirty—clean	sloppy—neat
remember—forget	stop—go	awake—asleep
walk—run	early—late	hot—cold

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2<sup>nd</sup> Grade Which One?

Declarative (Statement)	Interrogative (Question)	Exclamatory (Strong Emotion)	Imperative (Command)

Consult 4 Kids Lesson Plans



2<sup>nd</sup> Grade Which One Cards?

Where is my pencil?	Do you have the book?	When will you be leaving?	How tall is the four layer birthday cake?
Did you see the ball in the street?	Who is going to the game with you?	Why were the backpacks on the floor by the door?	What are the directions to your home?
This cake tastes horrible!	I can't wait for my birthday!	You scared me in that mask!	I didn't break your mirror!
Ouch, that really hurt me!	Yikes, you are scary!	Be careful on the slippery cement!	Stop, that is very dangerous!
Go to the store with your brother.	Find the old crayons before lunch.	Look in the toy chest for those items.	Eat your lunch first.
Take the dog for a walk.	Turn off the television when you leave the room.	Color the picture using only warm colors.	Write the story on lined paper.

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There is a book on the end table.	Helen walked to the store after lunch.	My backpack is on the floor in my room.	The workmen came to repair the wall.
The clock needs to be wound every week.	Mother was baking cookies for lunch.	Dad leaves for work each morning at 8:00.	I enjoy playing the piano.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Decript-O
<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

What is an adjective? What kind of information can an adjective give you? Give several adjectives that you could use to describe dog? How about banana? What are the four types of sentences? What kind of punctuation marks ends each sentence? When do you use each sentence type? 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).



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

### Fluency Activity of the Day

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

### Vocabulary

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

#### Adjectives

Adjectives are words that describe nouns. For example: gray, furry can be used to describe a cat, while funny, clever may be used to describe a person. Adjectives help the listener or the reader to understand the noun more clearly. These descriptive words help the listener/reader to make meaning.

Have students suggest adjectives that could describe different objects in the classroom.

#### Descript-O

##### Directions:

1. With the entire class make a list of 10-12 items that are in the classroom. Write the list on the board or chart paper.
2. After the list is complete, divide the group into pairs.
3. Ask each pair to classify the 10-12 items as either "big" or "little", writing the words under the heading on a white board.
4. Then ask students to go back to the last that they have categorized as either big or little and find other adjectives to describe each of the words.
5. When pair has completed this, invite pairs to select 5 objects and write a sentence with each of them, using the adjectives that they had identified.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

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

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<p><b>Summarizing:</b>  <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 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 Types</b>          There are four types of sentences:  <b>declarative (a telling sentence, a statement)</b>  <b>interrogative (an asking sentence, a question)</b>  <b>exclamatory ( shows strong feeling or emotion)</b>  <b>imperative (tells you what to do, a command)</b></p> <p>For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b>  <b>Declarative:</b> John rides his bicycle.  <b>Interrogative:</b> Is John riding his bicycle?  <b>Exclamatory:</b> Yikes, John is riding a bike!  <b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Interrogative Sentences:</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Card and white boards.</li> <li>3. Working together, the students write each sentence on the white board, remembering to start with a capital letter and a question mark at the end.</li> <li>4. When students have edited the questions on the card, pair should write 3 original questions.</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 Interrogative Sentences

will Jill run to the playground  
is the brown cow walking in the field  
will the snowman melt in the sunlight  
why are the boys making 50 snowballs  
can Frank sled down that hill  
who will take care of your teeth  
how will the cookies bake  
where will we roast the marshmallows  
what station is the radio tuned to  
where were you in that picture  
how often do you take piano lessons  
when with Fred and Frankie run the race  
what is your favorite color  
what did he purchase at the store  
when did dad leave for work this morning

## 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).

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<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>Ready, Set, Action</b></li> <li><b>Popping Adjectives</b></li> <li><b>Descript-O</b></li> <li><b>Adverbs</b></li> <li><b>Synonyms and Antonyms</b></li> <li><b>Homophones and Homographs</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</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to</p>

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<p>be used as a “when homework is finished” activity.</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> <p><b>Sentence or Not</b>  <b>Declarative Sentences</b>  <b>Interrogative Sentences</b>  <b>Exclamatory Sentences</b>  <b>Imperative Sentences</b>  <b>Which One?</b>  <b>Sentence Challenge</b></p>	<p>check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
<p><b>Review</b></p> <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>
<p><b>Debrief</b></p> <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>
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