

## Consult 4 Kids Lesson Plans

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

**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?

When you look at the words "cat" and "rat", they both have the same rime. What is the rime? The words "mice" and "price" have a different onset. What is the onset? What is the onset and the rime of the word "paw" and "law"? What is a comma? When might you use a comma?

### 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).

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- 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

**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.

### Onsets and Rimes

Onsets and Rimes make up words. An example of this would be the rime "ip". You can add a number of onsets to the rime "ip" to form new words. For example here are words that can be made with the rime "ip"

bip  
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 dip  
 drip  
 flip  
 hip  
 lip  
 nip  
 pip  
 rip  
 strip  
 ship  
 sip  
 slip  
 snip  
 tip  
 whip  
 zip

The onsets can be a single consonant, a blend like tr, sl or sn, or a digraph like ch, sh, th, wh.

For the next 6 days students will create as many words as possible with a number of different rimes. There will be a different set of rimes for each day. Students will need both rime cards as well as consonant, blend, and digraph cards. Pairs will work together to create as many words as possible, writing those words on a white board. Ask pairs to share the word lists with another pair.

The onset cards will be used every day. The rime cards will be specific to a single day.

**Rimes for today:**

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<b>-aw, -eat, -ice</b>	
<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>Clarifying:</b></p> <p><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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Commas</b></p> <p>A comma is a punctuation mark that is used inside of a sentence. It is used to separate a group of three or more words in a list (milk, butter, eggs) or a series (food, animals, and games)</p> <p>Ask students to give you a sentence with a list of three or more items such as Our flag is red, white, and blue. Write the sentences on the board or a chart and discuss the sentences with the students.</p> <p><b>Commas</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 set of Comma cards.</li> <li>3. Shuffle the cards and place face down between the students.</li> <li>4. Player 1 draws a card and reads the sentence, including the commas. For example if the sentence is: Our flag is red white and blue, the player would say: Our flag is red (comma) white (comma) and blue.</li> <li>5. If Player 2 agrees, then Player 1 keeps the card and Player 2 continues the play. If Player 2 successfully challenges Player 1, the card goes to the bottom of the deck.</li> <li>6. Game is over when all cards have been drawn.</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 Onset and Rime Cards

-at	-ap	-an	-all
-ank	-ay	-aw	-ab
-ack	-ash	-ake	-ame
-ate	-ain	-eat	-ell
-est	-ide	-ine	-ip
-ice	-ing	-ink	-ight
-ick	-ill	-in	-it
-ock	-op	-ug	-ump
-unk	-ot		

Onsets

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b	c	d	f
g	h	j	k
l	m	n	p
qu	r	s	t
v	w	z	wh
sh	th	ch	bl
br	dr	sl	st
str	fl	sn	tr
tw	pl	pr	cl

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

Jorge likes to hike swim and dive.	At the movie I like hot buttery popcorn.	At the zoo we saw a giraffe, apes, and a snake.
He will crawl quietly, slowly, and carefully away	My classes are English math and science.	Please give the white wrinkled blouse to the neighbor.
Joni eats nuts fruit and yogurt for breakfast.	Jorge Fred and Mark play soccer for the club.	Do you have cake cookies and pie?
We can watch Twins Volcano or The Incredibles.	He jumps spins and twists while he skates.	I have invited Mary Lilly and Maria.
He went to school on Monday Tuesday and Wednesday.	Mom has a Jeep Toyota and Kia.	She drove by M N and O Streets.
Our flag is red white and blue.	Warm colors are red yellow and orange.	Cool colors are blue green and purple.
We had cheese pepperoni and sausage on our pizza.	Do you like Madona Lady Gaga or Miley Cyrus best?	We are having fish potatoes and salad for dinner
The yellow furry barking dog drove me crazy!	Can you come on Thursday Friday and Saturday?	Is Jordan three four or five.
The forest has trees squirrels and birds.	Her shirt is green yellow and orange.	Put out the knife fork and spoon.

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<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Rimes ake ame ate
<b>Focus:</b>	Vocabulary (Onsets and Rimes), Predicting, and Quotation Marks

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

When you look at the words “cat” and “rat”, they both have the same rime. What is the rime? The words “bake” and “cake” have a different onset. What is the onset? What is the onset and the rime of the word “late” and “mate”? What are quotation marks? Why do you use them when you are writing? Why is that important?

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



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- 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

**Musical Shares:** Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.

### Vocabulary

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

### Onsets and Rimes

Onsets and Rimes make up words. An example of this would be the rime "ip". You can add a number of onsets to the rime "ip" to form new words. For example here are words that can be made with the rime "ip".

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The onsets can be a single consonant, a blend like tr, sl or sn, or a digraph like ch, sh, th, wh.

For the next 3 days students will create as many words as possible with a number of different rimes. There will be a different set of rimes for each day. Students will need both rime cards as well as consonant, blend, and digraph cards. Pairs will work together to create as many words as possible, writing those words on a white board. Ask pairs to share the word lists with another pair.

The onset cards will be used every day. The rime cards will be specific to a single day.

Rimes for today:

**-ake, -ame, -ate**

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<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 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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Quotation Marks</b></p> <p>Quotation Marks are a punctuation mark that come in pairs and surround the words that people say. The first of a pair of quotation marks comes before what the person says: “I like chips,” said Fred. Before putting the second part of the pair of quotation marks in the sentence, you would add a comma or some other punctuation mark (?) or (!) and then the quotation marks. The part of the sentence who states who is talking may go before the quote or after the quote. Have students say several thing and write them on the board in quotation format, using the student's name to indicate who said or asked what.</p> <p><b>Quotation Marks</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 Conversation Starter card and white boards or paper.</li> <li>3. Pair should write a conversation between the characters in the Conversation Starter.</li> <li>4. When pair has finished the conversation they should share what they have written with another pair.</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.
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#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
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#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
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-ate	-ain	-eat	-ell
-est	-ide	-ine	-ip
-ice	-ing	-ink	-ight
-ick	-ill	-in	-it
-ock	-op	-ug	-ump
-unk	-ot		

Onsets

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b	c	d	f
g	h	j	k
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qu	r	s	t
v	w	z	wh
sh	th	ch	bl
br	dr	sl	st
str	fl	sn	tr
tw	pl	pr	cl

## Conversation Starter

Write a conversation between Sally and Mark about the soccer game on Friday afternoon. Sally and Mark are on the same team. They have won 6 games and lost 2. They are playing their greatest rivals, the Cheetahs. After the game tonight they will be going to pizza.

Write a conversation between Jack and Jill. The twins have decided to go for a walk because they need some water. They have decided to go up the nearby hill to the Mini Market. It is a dangerous trip, but they are up to it.

Write a conversation between you and your mother. You are going to help her fix dinner. You are going to have hamburgers and baked beans. For dessert you will be fixing chocolate brownies.

Write a conversation that you will have with your best friend about your upcoming birthday party. Talk about the theme of your party, who you will invite, what you will do, and what you will have for supper and breakfast after the sleep over.

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<b>Lesson Title:</b>	Rimes all ank ay
<b>Focus:</b>	Vocabulary (Onsets and Rimes), Predictions, and Commas

**Materials:**

Activities at the end of the lesson plan  
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### Opening

#### State the objective

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

When you look at the words “cat” and “rat”, they both have the same rime. What is the rime? The words “bay” and “day” have a different onset. What is the onset? What is the onset and the rime of the word “tank” and “blank”? What is a comma? When might you use a comma?

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?

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### Content (the “Meat”)

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

### Fluency Activity of the Day

**Partner Share:** Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.

### Vocabulary

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

### Onsets and Rimes

Onsets and Rimes make up words. An example of this would be the rime "ip". You can add a number of onsets to the rime "ip" to form new words. For example here are words that can be made with the rime "ip"

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The onsets can be a single consonant, a blend like tr, sl or sn, or a digraph like ch, sh, th, wh.

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The onset cards will be used every day. The rime cards will be specific to a single day.

Rimes for today:

**-all, -ank, -ay**



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<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>Commas</b></p> <p>A comma is a punctuation mark that is used inside of a sentence. It is used to separate a group of three or more words in a list (milk, butter, eggs) or a series (food, animals, and games).</p> <p>Ask students to give you a sentence with a list of three or more items such as Our flag is red, white, and blue. Write the sentences on the board or a chart and discuss the sentences with the students.</p> <p><b>Commas</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 set of Comma cards.</li> <li>3. Shuffle the cards and place face down between the students.</li> <li>4. Player 1 draws a card and reads the sentence, including the commas. For example if the sentence is: Our flag is red white and blue, the player would say: Our flag is red (comma) white (comma) and blue.</li> <li>5. If Player 2 agrees, then Player 1 keeps the card and Player 2 continues the play. If Player 2 successfully challenges Player 1, the card goes to the bottom of the deck</li> <li>6. Game is over when all cards have been drawn.</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)
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Consult 4 Kids Lesson Plans

Onsets

b	c	d	f
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2<sup>nd</sup> Grade Comma Cards

Jorge likes to hike swim and dive.	At the movie I like hot buttery popcorn.	At the zoo we saw a giraffe, apes, and a snake.
He will crawl quietly, slowly, and carefully away	My classes are English math and science.	Please give the white wrinkled blouse to the neighbor.
Joni eats nuts fruit and yogurt for breakfast.	Jorge Fred and Mark play soccer for the club.	Do you have cake cookies and pie?
We can watch Twins Volcano or The Incredibles.	He jumps spins and twists while he skates.	I have invited Mary Lilly and Maria.
He went to school on Monday Tuesday and Wednesday.	Mom has a Jeep Toyota and Kia.	She drove by M N and O Streets.
Our flag is red white and blue.	Warm colors are red yellow and orange.	Cool colors are blue green and purple.
We had cheese pepperoni and sausage on our pizza.	Do you like Madona Lady Gaga or Miley Cyrus best?	We are having fish potatoes and salad for dinner
The yellow furry barking dog drove me crazy!	Can you come on Thursday Friday and Saturday?	Is Jordan three four or five.
The forest has trees squirrels and birds.	Her shirt is green yellow and orange.	Put out the knife fork and spoon.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Rimes at ap an
<b>Focus:</b>	Vocabulary (Onsets and Rimes), Predicting, and Sentence Types

**Materials:**

Activities at end of lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What are the four types of sentences? (statement, question, command, exclamation) What punctuation mark is at the end of each of the sentence types? Give several examples of each type of sentence. When you look at the words "cat" and "rat", they both have the same rime. What is the rime? The words "cat" and "rat" have a different onset. What is the onset? What is the onset and the rime of the word "map" and "flap"?

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.

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

on with the story).

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.

### Vocabulary

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

#### Onsets and Rimes

Onsets and Rimes make up words. An example of this would be the rime "ip". You can add a number of onsets to the rime "ip" to form new words. For example here are words that can be made with the rime "ip"

bip  
 chip  
 dip  
 drip  
 flip  
 hip  
 lip  
 nip  
 pip  
 rip  
 strip  
 ship  
 sip  
 slip  
 snip  
 tip  
 whip  
 zip

The onsets can be a single consonant, a blend like tr, sl or sn, or a digraph like ch, sh, th, wh.

For the next 11 days students will create as many words as possible with a number of different rimes. There will be a different set of rimes for each day. Students will need both rime cards as well as consonant, blend, and digraph cards. Pairs will work together to create as many words as possible, writing those words on a white board. Ask pairs to share the word lists with another pair.

The onset cards will be used every day. The rime cards will be specific to a single day.

## Consult 4 Kids Lesson Plans

<p>Rimes for today: <b>-at, -ap, -an</b></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 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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentence Types</b></p> <p>There are four types of sentences. A declarative sentence provides you with information. Declarative sentences are statements. An interrogative sentence is a question. It asks for information or something else. An imperative sentence is a command. It tells someone to do something. A common usually has what we call an "implied subject". Since you cannot tell someone to do something without being engaged in some sort of interaction with them, the subject of a command is "you", and often it is left out. An exclamatory sentence is one that expresses a strong emotion.</p> <p>No matter which type of sentence, they all begin with a capital letter. They also all end with punctuation, however this can vary. A declarative sentence (a statement) and an imperative sentence (a command), end in a period. The only exception would be a command that also expresses strong emotion. An interrogative sentence (a question) ends with a question mark (?), and an exclamatory sentence ends with an exclamation point (!). Have students provide you with several sentences. Write them on the board and capitalize and punctuate them correctly.</p> <p><b>Write It</b> <b>Directions:</b></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

<ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board.</li> <li>3. Working together, students should write three examples of each type of sentence for a total of 12 sentences.</li> <li>4. Pair should share with another pair.</li> <li>5. When pairs have shared, ask each pair for a sentence to write on the board, punctuating it correctly.</li> </ol>	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</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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2<sup>nd</sup> Grade Onset and Rime Cards

-at	-ap	-an	-all
-ank	-ay	-aw	-ab
-ack	-ash	-ake	-ame
-ate	-ain	-eat	-ell
-est	-ide	-ine	-ip
-ice	-ing	-ink	-ight
-ick	-ill	-in	-it
-ock	-op	-ug	-ump
-unk			

Onsets

Consult 4 Kids Lesson Plans

b	c	d	f
g	h	j	k
l	m	n	p
qu	r	s	t
v	w	z	wh
sh	th	ch	bl
br	dr	sl	st
str	fl	sn	tr
tw	pl	pr	cl

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Rimes ell est ain
<b>Focus:</b>	Vocabulary (Onsets and Rimes), Clarifying, and Quotation Marks

### 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

When you look at the words “cat” and “rat”, they both have the same rime. What is the rime? The words “bell” and “tell” have a different onset. What is the onset? What is the onset and the rime of the word “best” and “west”? What are quotation marks? When do you use them? Why is that important?

. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**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.

### Onsets and Rimes

Onsets and Rimes make up words. An example of this would be the rime "ip". You can add a number of onsets to the rime "ip" to form new words. For example here are words that can be made with the rime "ip"

bip  
 chip  
 dip  
 drip  
 flip  
 hip  
 lip  
 nip  
 pip  
 rip  
 strip  
 ship  
 sip  
 slip  
 snip  
 tip  
 whip  
 zip

The onsets can be a single consonant, a blend like tr, sl or sn, or a digraph like ch, sh, th, wh.

For the next 2 days students will create as many words as possible with a number of different rimes. There will be a different set of rimes for each day. Students will need both rime cards as well as consonant, blend, and digraph cards. Pairs will work together to create as many words as possible, writing those words on a white board. Ask pairs to share the word lists with another pair.

The onset cards will be used every day. The rime cards will be specific to a single day.

Rimes for today:

**-ell -est, -ain**

## Consult 4 Kids Lesson Plans

<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>Clarifying:</b></p> <p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Quotation Marks</b></p> <p>Quotation Marks are a punctuation mark that come in pairs and surround the words that people say. The first of a pair of quotation marks comes before what the person says: "I like chips," said Fred. Before putting the second part of the pair of quotation marks in the sentence, you would add a comma or some other punctuation mark (?) or (!) and then the quotation marks. The part of the sentence who states who is talking may go before the quote or after the quote. Have students say several thing and write them on the board in quotation format, using the student's name to indicate who said or asked what.</p> <p><b>Quotation Marks</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 Conversation Starter card and white boards or paper.</li> <li>3. Pair should write a conversation between the characters in the Conversation Starter.</li> <li>4. When pair has finished the conversation they should share what they have written with another pair.</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 Onset and Rime Cards

-at	-ap	-an	-all
-ank	-ay	-aw	-ab
-ack	-ash	-ake	-ame
-ate	-ain	-eat	-ell
-est	-ide	-ine	-ip
-ice	-ing	-ink	-ight
-ick	-ill	-in	-it
-ock	-op	-ug	-ump
-unk	-ot		

Onsets



Consult 4 Kids Lesson Plans

b	c	d	f
g	h	j	k
l	m	n	p
qu	r	s	t
v	w	z	wh
sh	th	ch	bl
br	dr	sl	st
str	fl	sn	tr
tw	pl	pr	cl

2<sup>nd</sup> Grade Quotation Marks**Conversation Starter**

Write a conversation between Sally and Mark about the soccer game on Friday afternoon. Sally and Mark are on the same team. They have won 6 games and lost 2. They are playing their greatest rivals, the Cheetahs. After the game tonight they will be going to pizza.

Write a conversation between Jack and Jill. The twins have decided to go for a walk because they need some water. They have decided to go up the nearby hill to the Mini Market. It is a dangerous trip, but they are up to it.

Write a conversation between you and your mother. You are going to help her fix dinner. You are going to have hamburgers and baked beans. For dessert you will be fixing chocolate brownies.

Write a conversation that you will have with your best friend about your upcoming birthday party. Talk about the theme of your party, who you will invite, what you will do, and what you will have for supper and breakfast after the sleep over.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Rimes ide ine ip
<b>Focus:</b>	Vocabulary (Onsets and Rimes), Clarifying, and Sentence Types

**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

When you look at the words “cat” and “rat”, they both have the same rime. What is the rime? The words “best” and “west” have a different onset. What is the onset? What is the onset and the rime of the word “bell” and “tell”?

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. Record the number of words next to the first number recorded.

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

Repeated Reading passages can be found at:

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

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

During the next 10 days you will spend several days working with compound words.

### Onsets and Rimes

Onsets and Rimes make up words. An example of this would be the rime "ip". You can add a number of onsets to the rime "ip" to form new words. For example here are words that can be made with the rime "ip".

bip  
 chip  
 dip  
 drip  
 flip  
 hip  
 lip  
 nip  
 pip  
 rip  
 strip  
 ship  
 sip  
 slip  
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 tip  
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The onsets can be a single consonant, a blend like tr, sl or sn, or a digraph like ch, sh, th, wh.

For the next 10 days students will create as many words as possible with a number of different rimes. There will be a different set of rimes for each day. Students will need both rime cards as well as consonant, blend, and digraph cards. Pairs will work together to create as many words as possible, writing those words on a white board. Ask pairs to share the word lists with another pair.

The onset cards will be used every day. The rime cards will be specific to a single day.

Rimes for today:

**-ide, -ine, -ip**

## Consult 4 Kids Lesson Plans

<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>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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentence Types</b></p> <p>There are four types of sentences. A declarative sentence provides you with information. Declarative sentences are statements. An interrogative sentence is a question. It asks for information or something else. An imperative sentence is a command. It tells someone to do something. A common usually has what we call an "implied subject". Since you cannot tell someone to do something without being engaged in some sort of interaction with them, the subject of a command is "you", and often it is left out. An exclamatory sentence is one that expresses a strong emotion.</p> <p>No matter which type of sentence, they all begin with a capital letter. They also all end with punctuation, however this can vary. A declarative sentence (a statement) and an imperative sentence (a command), end in a period. The only exception would be a command that also expresses strong emotion. An interrogative sentence (a question) ends with a question mark (?), and an exclamatory sentence ends with an exclamation point (!). Have students provide you with several sentences. Write them on the board and capitalize and punctuate them correctly.</p> <p><b>Write It</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</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

<ol style="list-style-type: none"> <li>2. Give each pair a white board.</li> <li>3. Working together, students should write three examples of each type of sentence for a total of 12 sentences.</li> <li>4. Pair should share with another pair.</li> <li>5. When pairs have shared, ask each pair for a sentence to write on the board, punctuating it correctly.</li> </ol>	
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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 Onset and Rime Cards

-at	-ap	-an	-all
-ank	-ay	-aw	-ab
-ack	-ash	-ake	-ame
-ate	-ain	-eat	-ell
-est	-ide	-ine	-ip
-ice	-ing	-ink	-ight
-ick	-ill	-in	-it
-ock	-op	-ug	-ump
-unk			

Consult 4 Kids Lesson Plans

Onsets

b	c	d	f
g	h	j	k
l	m	n	p
qu	r	s	t
v	w	z	wh
sh	th	ch	bl
br	dr	sl	st
str	fl	sn	tr
tw	pl	pr	cl



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Rimes ing ink ite
<b>Focus:</b>	Vocabulary (Onsets and Rimes), Questioning, and Commas

### 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

When you look at the words "cat" and "rat", they both have the same rime. What is the rime? The words "pink" and "mink" have a different onset. What is the onset? What is the onset and the rime of the word "ring" and "sing"? What is a comma? When might you use a comma? How would you use a comma to separate dates?

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

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

### Onsets and Rimes

Onsets and Rimes make up words. An example of this would be the rime "ip". You can add a number of onsets to the rime "ip" to form new words. For example here are words that can be made with the rime "ip".

bip  
chip  
dip  
drip  
flip  
hip  
lip  
nip  
pip  
rip  
strip  
ship  
sip  
slip  
snip  
tip  
whip  
zip

The onsets can be a single consonant, a blend like tr, sl or sn, or a digraph like ch, sh, th, wh.

For the next 5 days students will create as many words as possible with a number of different rimes. There will be a different set of rimes for each day. Students will need both rime cards as well as consonant, blend, and digraph cards. Pairs will work together to create as many words as possible, writing those words on a white board. Ask pairs to share the word lists with another pair.

The onset cards will be used every day. The rime cards will be specific to a single day.

Rimes for today:

**-ing, -ink, -ight**

Reciprocal Teaching

During the lesson check in

## Consult 4 Kids Lesson Plans

<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>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	<p>with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Commas</b></p> <p>A comma is a punctuation mark that is used inside of a sentence. It is used to separate dates, and to separate the day of the week, the month and date, and the year. For example: January 15, 2012; Friday, January 12, and Friday, January 12, 2012. Commas are also used to separate the city from the state, for example, San Francisco, California.</p> <p>It is important to practice placing commas in dates and to separate city and state. Have students give you several examples of each and write them on the board or chart, discussing the punctuation of each one.</p> <p><b>Date and Place</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 set of Date and Place cards.</li> <li>3. Shuffle the cards and place face down between the students.</li> <li>4. Player 1 draws a card and reads the sentence, including the commas. For example if the sentence is: I live in San Francisco California, the player would say: I live in San Francisco (comma) California.</li> <li>5. If Player 2 agrees, then Player 1 keeps the card and Player 2 continues the play. If Player 2 successfully challenges Player 1, the card goes to the bottom of the deck.</li> <li>6. Game is over when all cards have been drawn.</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 Onset and Rime Cards

-at	-ap	-an	-all
-ank	-ay	-aw	-ab
-ack	-ash	-ake	-ame
-ate	-ain	-eat	-ell
-est	-ide	-ine	-ip
-ice	-ing	-ink	-ight
-ick	-ill	-in	-it
-ock	-op	-ug	-ump
-unk	-ot		

Consult 4 Kids Lesson Plans

Onsets

b	c	d	f
g	h	j	k
l	m	n	p
qu	r	s	t
v	w	z	wh
sh	th	ch	bl
br	dr	sl	st
str	fl	sn	tr
tw	pl	pr	cl

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Dates and Places

We went on Tuesday April 13.	His birthday is Monday June 9.	She was born June 15 2000.
He was born in San Diego California.	Her first trip was to Austin Texas.	No one will go to Nome Alaska in the winter.
It was Wednesday July 10 1989.	Jill will graduate June 2012.	He arrived Friday August 31.
He will fly to Kona Hawaii.	The map showed the way to New Orleans Louisiana.	The factory is in Akron Ohio.
Her flight was scheduled for Tuesday May 27.	School started on Tuesday September 3 2010.	Karen was born on Monday July 15.
The plane flew over Harrisburg Pennsylvania.	He used to live in Portland Maine.	Her trip took her to Olympia Washington.
Tomorrow will be Wednesday July 9 2010.	The wedding is Friday May 5 2011.	His party is on Tuesday October 15.
How many times have you gone to Los Angeles California?	Have you ever been to Atlanta Georgia?	Las Vegas Nevada is a rapidly growing city.
He drove down Main Street in Bangor Maine.	He likes to shop in Phoenix Arizona.	Yesterday was Saturday August 13 2010.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Rimes ug, up, unk
<b>Focus:</b>	Vocabulary (Onsets and Rimes), 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

When you look at the words “cat” and “rat”, they both have the same rime. What is the rime? The words “flip” and “rip” have a different onset. What is the onset? What is the onset and the rime of the word “call” and “tall”?

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).



## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

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

### Onsets and Rimes

Onsets and Rimes make up words. An example of this would be the rime "ip". You can add a number of onsets to the rime "ip" to form new words. For example here are words that can be made with the rime "ip"

bip  
 chip  
 dip  
 drip  
 flip  
 hip  
 lip  
 nip  
 pip  
 rip  
 strip  
 ship  
 sip  
 slip  
 snip  
 tip  
 whip  
 zip

The onsets can be a single consonant, a blend like tr, sl or sn, or a digraph like ch, sh, th, wh.

For the next 9 days students will create as many words as possible with a number of different rimes. There will be a different set of rimes for each day. Students will need both rime cards as well as consonant, blend, and digraph cards. Pairs will work together to create as many words as possible, writing those words on a white board. Ask pairs to share the word lists with another pair.

The onset cards will be used every day. The rime cards will be specific to a single day.

**Rimes for today:**

**-ug, -ump, -unk**

## Consult 4 Kids Lesson Plans

<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>Questioning:</b></p> <p><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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentence Types</b></p> <p>There are four types of sentences. A declarative sentence provides you with information. Declarative sentences are statements. An interrogative sentence is a question. It asks for information or something else. An imperative sentence is a command. It tells someone to do something. A common usually has what we call an "implied subject". Since you cannot tell someone to do something without being engaged in some sort of interaction with them, the subject of a command is "you", and often it is left out. An exclamatory sentence is one that expresses a strong emotion.</p> <p>No matter which type of sentence, they all begin with a capital letter. They also all end with punctuation, however this can vary. A declarative sentence (a statement) and an imperative sentence (a command), end in a period. The only exception would be a command that also expresses strong emotion. An interrogative sentence (a question) ends with a question mark (?), and an exclamatory sentence ends with an exclamation point (!). Have students provide you with several sentences. Write them on the board and capitalize and punctuate them correctly.</p> <p><b>Categorize 'Em</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Using the sentences that you wrote on the chart the past two days, plus other sentences that students wrote on the white board, have pairs of students write those</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

<p>sentences on 3 x 5 cards.</p> <p>3. When all of the sentences have been transcribed, have pairs post them on a chart that is divided into 4 columns (declarative, interrogative, imperative, exclamatory).</p> <p>4. Review the cards, moving them if necessary.</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 Onset and Rime Cards

-at	-ap	-an	-all
-ank	-ay	-aw	-ab
-ack	-ash	-ake	-ame
-ate	-ain	-eat	-ell
-est	-ide	-ine	-ip
-ice	-ing	-ink	-ight
-ick	-ill	-in	-it
-ock	-op	-ug	-ump
-unk	-ot		

Consult 4 Kids Lesson Plans

Onsets

b	c	d	f
g	h	j	k
l	m	n	p
qu	r	s	t
v	w	z	wh
sh	th	ch	bl
br	dr	sl	st
str	fl	sn	tr
tw	pl	pr	cl

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Categorize 'em

turn down the radio	take the dog for a walk right now	stop tickling Jenny
wait until later	do your homework	don't eat the candy now
do you know how to read	when will class start	will you bake a chocolate cake for my birthday
is Molly your sister	what is your favorite color	do you want to play soccer
he will go to school on Monday	laura painted that picture	mark has 4 nickels and 8 dimes
jill wears red shoes to school	the lamp is turned off so it is dark	there is a cat in the kitchen
help	yikes I am afraid of mice	finish your work right now
no, you cannot go	yuck I do not like worms	yahoo that is terrific
go to your room	why are you going to San Diego	he sleeps in a bunk bed

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Rimes ock op ot
<b>Focus:</b>	Vocabulary (Onsets and Rimes), Summarizing, 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

When you look at the words “cat” and “rat”, they both have the same rime. What is the rime? The words “top” and “cop” have a different onset. What is the onset? What is the onset and the rime of the word “tock” and “block”?

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.

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

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

### Onsets and Rimes

Onsets and Rimes make up words. An example of this would be the rime "ip". You can add a number of onsets to the rime "ip" to form new words. For example here are words that can be made with the rime "ip".

bip  
 chip  
 dip  
 drip  
 flip  
 hip  
 lip  
 nip  
 pip  
 rip  
 strip  
 ship  
 sip  
 slip  
 snip  
 tip  
 whip  
 zip

The onsets can be a single consonant, a blend like tr, sl or sn, or a digraph like ch, sh, th, wh.

For the next 8 days students will create as many words as possible with a number of different rimes. There will be a different set of rimes for each day. Students will need both rime cards as well as consonant, blend, and digraph cards. Pairs will work together to create as many words as possible, writing those words on a white board. Ask pairs to share the word lists with another pair.

The onset cards will be used every day. The rime cards will be specific to a single day.

Rimes for today:

**-ock, -op, -ot**



## Consult 4 Kids Lesson Plans

<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>Summarizing:</b></p> <p><b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Sentence Types</b></p> <p>There are four types of sentences. A declarative sentence provides you with information. Declarative sentences are statements. An interrogative sentence is a question. It asks for information or something else. An imperative sentence is a command. It tells someone to do something. A common usually has what we call an “implied subject”. Since you cannot tell someone to do something without being engaged in some sort of interaction with them, the subject of a command is “you”, and often it is left out. An exclamatory sentence is one that expresses a strong emotion.</p> <p>No matter which type of sentence, they all begin with a capital letter. They also all end with punctuation, however this can vary. A declarative sentence (a statement) and an imperative sentence (a command), end in a period. The only exception would be a command that also expresses strong emotion. An interrogative sentence (a question) ends with a question mark (?), and an exclamatory sentence ends with an exclamation point (!). Have students provide you with several sentences. Write them on the board and capitalize and punctuate them correctly.</p> <p><b>Categorize 'Em</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give students a deck of sentence cards (attached to this lesson plan) and white boards.</li> <li>3. Pairs should prepare the white boards by dividing each into two columns and labeling each column with one of the following categories: declarative, interrogative,</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

<p>imperative, exclamatory.</p> <p>4. Pairs should review each of the sentences and determine which type of sentence each is.</p> <p>5. Pairs should place the card under the correct column on the white boards. (declarative, interrogative, imperative, exclamatory).</p> <p>6. Review the cards, moving them if necessary.</p>	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</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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2<sup>nd</sup> Grade Onset and Rime Cards

-at	-ap	-an	-all
-ank	-ay	-aw	-ab
-ack	-ash	-ake	-ame
-ate	-ain	-eat	-ell
-est	-ide	-ine	-ip
-ice	-ing	-ink	-ight
-ick	-ill	-in	-it
-ock	-op	-ug	-ump
-unk	-ot		

# Consult 4 Kids Lesson Plans

## Onsets

b	c	d	f
g	h	j	k
l	m	n	p
qu	r	s	t
v	w	z	wh
sh	th	ch	bl
br	dr	sl	st
str	fl	sn	tr
tw	pl	pr	cl

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Categorize 'em

turn down the radio	take the dog for a walk right now	stop tickling Jenny
wait until later	do your homework	don't eat the candy now
do you know how to read	when will class start	will you bake a chocolate cake for my birthday
is Molly your sister	what is your favorite color	do you want to play soccer
he will go to school on Monday	laura painted that picture	mark has 4 nickels and 8 dimes
jill wears red shoes to school	the lamp is turned off so it is dark	there is a cat in the kitchen
help	yikes I am afraid of mice	finish your work right now
no, you cannot go	yuck I do not like worms	yahoo that is terrific
go to your room	why are you going to San Diego	he sleeps in a bunk bed

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Rimes ab ack ash
<b>Focus:</b>	Vocabulary (Onsets and Rimes), Summarizing, and Commas

### 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

When you look at the words “cat” and “rat”, they both have the same rime. What is the rime? The words “cab” and “tab” have a different onset. What is the onset? What is the onset and the rime of the word “bash” and “cash”? What is a comma? When might you use a comma? How would you use a comma to separate dates?

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

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

### Vocabulary

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

### Onsets and Rimes

Onsets and Rimes make up words. An example of this would be the rime “ip”. You can add a number of onsets to the rime “ip” to form new words. For example here are words that can be made with the rime “ip”

bip  
chip  
dip  
drip  
flip  
hip  
lip  
nip  
pip  
rip  
strip  
ship  
sip  
slip  
snip  
tip  
whip  
zip

The onsets can be a single consonant, a blend like tr, sl or sn, or a digraph like ch, sh, th, wh.

For the next 4 days students will create as many words as possible with a number of different rimes. There will be a different set of rimes for each day. Students will need both rime cards as well as consonant, blend, and digraph cards. Pairs will work together to create as many words as possible, writing those words on a white board. Ask pairs to share the word lists with another pair.

The onset cards will be used every day. The rime cards will be specific to a single day.

**Rimes for today:**

**-ab, -ack, ash**

## Consult 4 Kids Lesson Plans

<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>Summarizing:</b></p> <p><b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Commas</b></p> <p>A comma is a punctuation mark that is used inside of a sentence. It is used to separate dates, and to separate the day of the week, the month and date, and the year. For example: January 15, 2012; Friday, January 12, and Friday, January 12, 2012. Commas are also used to separate the city from the state, for example, San Francisco, California.</p> <p>It is important to practice placing commas in dates and to separate city and state. Have students give you several examples of each and write them on the board or chart, discussing the punctuation of each one.</p> <p><b>Date and Place</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 set of Date and Place cards.</li> <li>3. Shuffle the cards and place face down between the students.</li> <li>4. Player 1 draws a card and reads the sentence, including the commas. For example if the sentence is: I live in San Francisco California, the player would say: I live in San Francisco (comma) California.</li> <li>5. If Player 2 agrees, then Player 1 keeps the card and Player 2 continues the play. If Player 2 successfully challenges Player 1, the card goes to the bottom of the deck</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

6. Game is over when all cards have been drawn.	
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Closing
<p style="text-align: center;"><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 style="text-align: center;"><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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2<sup>nd</sup> Grade Onset and Rime Cards

-at	-ap	-an	-all
-ank	-ay	-aw	-ab
-ack	-ash	-ake	-ame
-ate	-ain	-eat	-ell
-est	-ide	-ine	-ip
-ice	-ing	-ink	-ight
-ick	-ill	-in	-it
-ock	-op	-ug	-ump
-unk	-ot		

Onsets

Consult 4 Kids Lesson Plans

b	c	d	f
g	h	j	k
l	m	n	p
qu	r	s	t
v	w	z	wh
sh	th	ch	bl
br	dr	sl	st
str	fl	sn	tr
tw	pl	pr	cl

### Consult 4 Kids Lesson Plans

We went on Tuesday April 13.	His birthday is Monday June 9.	She was born June 15 2000.
He was born in San Diego California.	Her first trip was to Austin Texas.	No one will go to Nome Alaska in the winter.
It was Wednesday July 10 1989.	Jill will graduate June 2012.	He arrived Friday August 31.
He will fly to Kona Hawaii.	The map showed the way to New Orleans Louisiana.	The factory is in Akron Ohio.
Her flight was scheduled for Tuesday May 27.	School started on Tuesday September 3 2010.	Karen was born on Monday July 15.
The plane flew over Harrisburg Pennsylvania.	He used to live in Portland Maine.	Her trip took her to Olympia Washington.
Tomorrow will be Wednesday July 9 2010.	The wedding is Friday May 5 2011.	His party is on Tuesday October 15.
How many times have you gone to Los Angeles California?	Have you ever been to Atlanta Georgia?	Las Vegas Nevada is a rapidly growing city.
He drove down Main Street in Bangor Maine.	He likes to shop in Phoenix Arizona.	Yesterday was Saturday August 13 2010.

## 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

When you look at the words “cat” and “rat”, they both have the same rime. What is the rime? The words “bin” and “tin” have a different onset. What is the onset? What is the onset and the rime of the word “pick” and “stick”? 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:

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

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

## Consult 4 Kids Lesson Plans

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

Retest student, read for 1 minute compare results with the pre-test.

### Vocabulary

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

### Onsets and Rimes

Onsets and Rimes make up words. An example of this would be the rime "ip". You can add a number of onsets to the rime "ip" to form new words. For example here are words that can be made with the rime "ip"

bip  
 chip  
 dip  
 drip  
 flip  
 hip  
 lip  
 nip  
 pip  
 rip  
 strip  
 ship  
 sip  
 slip  
 snip  
 tip  
 whip  
 zip

The onsets can be a single consonant, a blend like tr, sl or sn, or a digraph like ch, sh, th, wh.

Today students will create as many words as possible with a number of different rimes. There will be a different set of rimes for each day. Students will need both rime cards as well as consonant, blend, and digraph cards. Pairs will work together to create as many words as possible, writing those words on a white board. Ask pairs to share the word lists with another pair.

The onset cards will be used every day. The rime cards will be specific to a single day.

Rimes for today:

**-ick, -ill, -in**

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

During the lesson check in with students repeatedly.

## Consult 4 Kids Lesson Plans

<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>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>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>Write It</li> <li>Categorize ‘Em</li> <li>Commas</li> <li>Date and Place</li> <li>Quotation Marks</li> </ul>	<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 Onset and Rime Cards

-at	-ap	-an	-all
-ank	-ay	-aw	-ab
-ack	-ash	-ake	-ame
-ate	-ain	-eat	-ell
-est	-ide	-ine	-ip
-ice	-ing	-ink	-ight
-ick	-ill	-in	-it
-ock	-op	-ug	-ump
-unk	-ot		

Consult 4 Kids Lesson Plans

Onsets

b	c	d	f
g	h	j	k
l	m	n	p
qu	r	s	t
v	w	z	wh
sh	th	ch	bl
br	dr	sl	st
str	fl	sn	tr
tw	pl	pr	cl