

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Sight Word Practice
<b>Focus:</b>	Fluency

**Materials:**

Lists of words attached. (The list contains all of the sight words and phrases. The words are separated by grade level. So are the phrases. The prefixes and suffixes are appropriate for grades 4<sup>th</sup> and 5<sup>th</sup>.)

### Opening

**State the objective**

The objective of this lesson is to provide you with a variety of ways to teach sight words, phrases, and prefixes and suffixes. If possible, fluency should be worked on every day in the program for 5-10 minutes.

**Gain prior knowledge by asking students,**

What does it mean to have sight words? Why are some words sight words while others can be sounded out and read that way? What about the word “the”? Why are practicing phrase important? It is a fact that 85% of words that have a prefix also have a suffix. What is a prefix? Give an example. What is a suffix? Give an example.

### Information for You

Attached you will find a number of activities to use when supporting the learning of sight words. It is suggested that you duplicate these pages so you can have them to use when you need them. You may also want to duplicate the word lists for students. When working with students use a highlighter to show which words the student knows, and then after the student practices the unknown words and then learns them, highlight with a different color.

### Content (the “Meat”)

**Instruction / Demonstration (“I do” – “We do”)**

**Purpose:** Work through the process of practicing sight words.

**Baseball**

**Materials:**

Sight words of 4 levels.

- Make them on different colored cards and have the type of hit that each represents on each color posted somewhere that everyone can see it clearly.
- Places in the room marked as 1st base, 2nd base, 3rd base, and home plate.
  1. Divide the students into 2 groups and let them name themselves.
  2. Designate one team as home, and the other as visitors.
  3. Mix up the cards. One child goes to the home plate.
  4. Draw out a card.
  5. Match the color to the type of hit they are trying for.

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

When you are intentionally teaching the skill of questioning, take the time to point out the many times during each day that asking a good question makes things easier. The ability to ask open ended questions is what keeps all of us on the same page. Stop to help students understand how to ensure

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<ol style="list-style-type: none"> <li>6. If the student can read the card correctly, they may move according to the type of hit. (A single –move 1 base, a double - move 2 bases, a triple-move 3 bases, and a homerun-go all the way to home plate.)</li> <li>7. Make sure that you have some strike out cards in the word cards also.</li> <li>8. If the student is unable to read the word, it is considered an out.</li> <li>9. After 3 outs, the next team gets to "Bat". Keep the score so that everyone can see.</li> </ol>	<p>that they are on target.</p> <p>Take time to stop the class and ask them to question a partner.</p> <p>Check in often to see if they have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for “how” and “what” questions.</p> <p>Ask students to explain what is going on.</p>
<b>Students practice (“You do”)</b>	
<p><b>Tic Tac Toe</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• White board with the tic tac toe board drawn on it</li> <li>• Word Cards</li> </ul> <p><b>Directions</b></p> <ol style="list-style-type: none"> <li>1. Divide the children into pairs.</li> <li>2. Give each pair a set of sight words. Each player prepares a Tic Tac Toe Board, writing one sight word in each space.</li> <li>3. Players will choose one of the Tic Tac Toe Boards to play first.</li> <li>4. If player can read the word correctly, he she puts and X or O in space. If incorrect, the other person takes his/her turn.</li> <li>5. Play several games to determine the winner.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>Liked Best Next Time</p> <p>Ask students what they liked best about today’s activity.</p> <p>Ask students what they would change to make the activity better.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>
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### Sight Words, Sight Phrases, and Sight Affixes

Combining repeated reading strategies with sight word, fast phrases, and in grades 4<sup>th</sup> and up the 50 most common prefixes and suffixes (affixes) practice is also helpful. These lists of words, phrases and/or affixes can be found in your fluency binder. For the primary grades (Kindergarten through 3<sup>rd</sup>) you might want to consider actual individual word cards, for grades 4<sup>th</sup>-6<sup>th</sup> an actual list will suffice. Activities with these word card or lists can be included in the “When Homework Is Complete” center, table, or chart of what students do when they have no homework or they have finished for the day.

### Sight Words

Sight words are the basis for all reading skills. These are the common, everyday words that often defy phonic analysis. If they are not completely and fully committed to memory, reading is halting, slow and laborious. As you work with sight words, remember that it is vital to keep records of the student’s progress. Make a checklist to monitor mastery, and be sure to review mastered words several times to maintain the skill. Remember that for these words, simply figuring the word out is not good enough. The words should be recognized instantly, with no hesitations or miscues. Anything less will interfere with fluency and comprehension, and is likely to make reading more difficult in the long run.

Repetition is key to sight word acquisition. Young readers should be given opportunities to read and write a new sight word multiple times. Repetitive reading of texts featuring certain sight words is one strategy for helping children commit these words to memory. Also, to practice spelling sight words, parents and teachers can have children write and say aloud words several times. When a child writes and says the word at least five times in a row, she is more likely to commit it to memory.

The Sight Word lists that you have represent the 1,500 words that are most utilized in the English language. The words are listed in order of frequency, and mastery of the first 300 will help improve reading by leaps

and bounds. In the first 300 words about 60% of words found in common text, the words we use every day, are listed.

### Sight Word Tracking

For grades K-3, each child should have a set of word cards and a Master Word Sheet. Print the child’s name on the Master Word Sheet. For Kindergarten and First Grade, begin with 5 words at a time, for 2<sup>nd</sup> grade and up, work with 10 words at a time. Have children read the words (Kindergarten-3 from individual word cards) and highlight the words that the child does **NOT** know. For Kindergarten and First Graders, when they have 5 highlighted words, stop assessing. You will go to work with them on those 5 words while maintaining each child’s words that he/she knows. In 2<sup>nd</sup>- 8<sup>th</sup> grades, when there are 10 highlighted words, stop assessing and go to work on the 10 unknown words. Work with the sight words utilizing the strategies and activities described in the Sight Word information section.

### Sight Word Games

#### Bean Bag Toss

Materials:

- One piece of chart paper (24” x 36”) divided in 24 6” squares (4 across, 6 down)
- Bean Bag
- Word Cards

Attach the words to the chart paper with blue tape before the game is being played. Each child will take turns throwing the bean bag to a square. If the student can read the word the bean bag lands on, the child gets one point. (If you want to play cooperatively, each point counts toward the total number of points the children are trying to attain.) If the student misses the word, the other child gets the chance to say it. The child with the most points wins the game.

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### Around the World

Materials:

- Word Cards

All the students sit in a circle. (Or the students can remain at their desks.) One student stands behind one student who is sitting. The teacher flashes them a sight word. Whoever says it first moves on to the next student. The student that makes it back to their own desk or starting point is the winner. This is a pretty popular game, but the little ones love to try to stop someone who is making it "Around the World"!

### Tic Tac Toe

Materials:

- White board with the tic tac toe board drawn on it
- Word Cards

Divide the children into X's and O's teams. Write words in the tic tac toe spaces. Take turns having a member of the team come up and selecting a space to read. If he is correct, they may put an X or O for their team. If they are incorrect, the other team gets to send a player to the board to try the same word. You can keep score if you want.

**Variation:** You can also give everyone a white board to make into the tic tac toe board, and put the list of words on the board. Have them place the words where they want in their board. As you call the words out, you will have to say if it is an X word or an O. The first one to tic tac toe is the winner.

### Wordo

Materials:

- Blank "Wordo " cards with 9, 16, or 25 blocks. (Look like BINGO cards)
- Copy of words being studied

Have students fill in the card with the words that you are working on. Tell them that each card will be different and to try to mix up the words they are using. Playing the game is just like BINGO. Call out the words and have the students spell it out loud with you and then mark their spaces. This will give those who are unsure of the word some extra help. The first one with a row covered calls out the word "WORDO"! Let the winner be the one who calls out the words the next time.

### Baseball

Materials:

Sight words of 4 levels.

- Make them on different colored cards and have the type of hit that each represents on each color posted somewhere that everyone can see it clearly.
- Places in the room marked as 1st base, 2nd base, 3rd base, and homeplate.

Divide the students into 2 groups and let them name themselves. Designate one team as home, and the other as visitors. Mix up the cards. One child goes to the homeplate. Draw out a card. Match the color to the type of hit they are trying for. If the student can read the card correctly, they may move according to the type of hit. (A single –move 1 base, a double - move 2 bases, a triple-move 3 bases, and a homerun-go all the way to homeplate.) Make sure that you have some strike out cards in the word cards also. If the student is unable to read the word, it is considered an out. After 3 outs, the next team gets to "Bat". Keep the score so that everyone can see.

### Erase Relay

Materials:

- Word lists on the chalkboard

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Write on the whiteboard two columns of words that are approximately equal in difficulty. Write as many words on the board as there are children in the relay. Children are divided into 2 teams, and stand in two lines at right angles to the whiteboard. At the signal, the first child in each line points at the first word in his respective column of words and pronounces that word. If his pronounces it correctly, he is allowed to erase that word. The game is won by the side that erases all the words first.

### Team Sight Word Race

Materials:

- A group size set of sight words

The children are divided into 2 groups. Each group takes a turn attempting to pronounce a word turned up from a pile of sight words. If one team misses, the opposite team then receives a chance to pronounce that word in addition to their regular turn. Score is kept on the number of words each team pronounces correctly. Do not have members sit down when they miss a word, but have each team member go to the back of the line after each try whether successful or not. This enables all members to gain equal practice and does not eliminate those people who need practice most.

### The Head Chair

Materials:

- Group size cards

Mark one chair in the circle as the "Head Chair". Play begins when you flash a card to the person in the "Head Chair". A child can stay in his chair only until he misses a word. When he misses a word, he goes to the end chair and all the children will move up one chair. The object of the game is to try to end up in the "Head Chair".

## Additional Sight Word Activities

### Activity #1

Scatter the sight words on index cards, face-up, around a play area. Use one copy of the word for each child playing the game. That is, if three children are playing, use three copies of each word. Call a word from the list and challenge the students to be first to find and run to the target word. You can make this as competitive or cooperative as you'd like, or even try to beat previous records.

### Activity #2

Spell the sight words using magnetic letters. If possible, use a lower case letter set. You can begin by arranging the letters and having your student read the word, then progress to dictating the word and allowing the student to spell.

### Activity #3

Make one set of word cards for each child playing. Shuffle all cards together and place face down in the center of the play area. Choose a word to be the "Secret Word." Have each player take turns turning over the top card from the deck and flipping it so all can see. When the "secret word" is turned up, the first player to read it correctly gets to keep the word. The player with the most cards at the end of the game can be declared the winner if you wish.

### Activity #4

Hide word cards around the tutoring area. Have the students find them and return to you to read their cards. When one card has been read, the student can go out and look for another.

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### Activity #5

Make a set of word cards for the student. Show the cards one at a time and if the child reads it correctly, put a checkmark on the card. If ten checkmarks are accumulated, the word is often nearing mastery level, which can be cause for celebration.

### Activity #6

Use a double set of word cards (two of each word). Remove one card so that there is a word without a mate. Play a card game like Old Maid: deal the cards evenly to all players. Each player can take a turn choosing one card in secret from another player. If a match is made, those cards are laid down for a score.

### Activity #7

Highlight the targeted words in a passage of text. Read the text in unison, but allow the student to read the highlighted words alone.

### Activity #8

Make a worksheet with misspelled and correctly spelled versions of the target word. Challenge the student to mark those letter groups that spell the target word correctly. You could also do this with letter cards instead of a worksheet.

### Activity #9

Make a sign of each word being studied and tape the signs to the walls around the tutoring area. Call out words and have the students run (walk, crawl, hop, etc.) to the correct sign.

### Activity #10

Make a paper showing the target word at the top. Have the student copy the word in each of three to eight different colors.

### Activity #11

Use letter cards to spell the target words.

### Activity #12

Give each student a newspaper, old magazine or other text and a highlighting marker. See how many times each can find the targeted word or words in the text and highlight them.

### Activity #13

Write the word in large printing, and have the student glue yarn or string to the letters.

### Activity #14

Put the words on slips of paper and place inside plastic eggs. Hide the eggs around the tutoring area and have students find them and read the slips to you.



### Activity #15

Print the word on a whiteboard. Read the word together several times, spell it out loud, then erase a letter. Read the word again, visualizing the missing letter. Be sure to spell again on each round. Continue to erase, then read and spell until the word is no longer visible. Challenge the child to put it back.

### Activity #16

Give children letter cards that will spell the target word or words. Challenge them to sort themselves into the correct letter groups and stand in order to spell their word.

### Activity #17

Write the word in large print on the whiteboard or chalkboard and have the student trace over it several times with new colors.

List 1	List 2	List 3	List 4
a	it	be	there
the	they	on	with
and	would	when	had
I	is	me	are
to	in	like	so
was	have	then	went
my	that	were	up
of	for	all	at
we	you	go	said
he	she	get	them



List 5	List 6	List 7	List 8
if	out	play	their
her	him	some	house
one	will	what	back
because	not	this	charge
do	people	time	came
school	make	home	from
got	could	going	friends
his	or	good	too
about	can	as	other
day	very	down	after

List 9	List 10	List 11	List 12
don't	know	every	now
our	want	didn't	think
no	saw	two	come
just	friend	dog	take
has	did	help	nice
lot	more	mother	first
fun	see	an	best
things	big	also	put
by	us	around	how
little	your	started	man

List 13	List 14	List 15	List 16
Mom	let	love	only
who	eat	off	really
tell	give	even	food
over	told	thing	sometimes
Dad	world	work	football
family	right	class	called
name	again	where	father
next	try	boy	something
night	way	another	took
many	well	ran	old

List 17	List 18	List 19	List 20
once	kids	girl	brother
new	always	away	long
children	am	each	year
much	its	everyone	game
car	wanted	room	most
into	found	sister	cat
made	bed	any	homework
run	money	teacher	games
years	why	that's	thought
team	never	favorite	should

List 21	List 22	List 23	List 24
bad	way	three	door
Christmas	morning	happy	life
water	still	everybody	look
clean	here	until	someone
parents	looked	asked	ball
before	while	different	days
better	left	place	wouldn't
I'm	stop	sure	story
live	air	need	find
bus	can't	great	finally

List 25	List 26	List 27	List 28
together	than	couldn't	which
lived	getting	girls	watch
busy	end	person	being
anything	I'd	hard	kind
every	last	through	walking
been	named	hit	important
swimming	talk	fell	hope
keep	yes	animals	mean
buy	books	played	white
heard	stay	wish	week

List 29	List 30	List 31	List 32
might	balloons	pretty	doing
lots	call	almost	black
knew	sea	high	ride
scared	horses	same	walk
boys	baseball	care	gas
soon	later	few	Mr.
read	men	horse	teachers
lunch	bear	decided	wasn't
store	real	hurt	both
whole	start	book	fish

List 33	List 34	List 35	List 36
goes	president	learn	basketball
trees	TV	he's	circus
coming	playing	tried	four
dream	must	candy	lost
gave	show	fight	mad
outside	afraid	likes	clothes
sleep	gets	snow	grade
boat	dogs	done	ready
grader	street	use	trip
tree	cars	baby	turned



List 37	List 38	List 39	List 40
won	nothing	broke	all
does	running	job	myself
probably	you're	looking	oh
died	may	small	earth
own	both	today	hill
fast	city	having	summer
walked	ship	jump	beautiful
ask	Friday	okay	funny
land	grow	planet	happened
maybe	red	hour	park

List 41	List 42	List 43	List 44
upon	caught	enough	leave
eighth	five	times	move
comes	change	free	police
war	responsibilities	head	states
feet	they're	sports	feel
set	field	build	stuff
without	lady	except	united
bring	Mrs.	bike	miss
country	turn	half	suddenly
ate	animal	America	teach

List 45	List 46	List 47	List 48
catch	kept	seen	ground
fire	sit	shot	such
party	eyes	dinner	sudden
doesn't	top	its	trying
hair	trouble	sick	used
pick	fix	since	future
reason	front	space	music
second	else	sport	problem
winter	hot	schools	seventh
rest	math	Thanksgiving	weeks

List 49	List 50	List 51	List 52
won't	let's	buy	week
liked	mouse	window	explain
lives	cut	mark	lost
stopped	killed	heat	spring
talking	making	grew	travel
throw	riding	listen	wrote
win	rules	ask	farm
woke	becomes	single	circle
yard	God	clear	whose
believe	music	energy	correct

List 53	List 54	List 55	List 56
bed	war	sent	you're
measure	fly	present	free
straight	yourself	plan	fell
base	seem	rather	suppose
mountain	thus	length	natural
caught	square	speed	ocean
hair	moment	machine	government
bird	teacher	information	baby
wood	happy	except	grass
color	bright	figure	plane

List 57	List 58	List 59	List 60
street	wish	seven	modern
couldn't	soil	famous	fun
reason	step	late	catch
difference	human	pay	business
maybe	trip	sleep	reach
step	eye	iron	lot
mouth	woman	trouble	won't
history	milk	store	case
middle	choose	beside	speak
child	north	oil	shape

List 61	List 62	List 63	List 64
eight	copy	skin	ahead
edge	forest	wasn't	wrong
soft	especially	I've	practice
village	necessary	yellow	sand
object	he's	party	tail
age	unit	force	wait
minute	flat	test	difficult
wall	direction	bad	general
meet	south	temperature	cover
record	subject	pair	material

List 65	List 66	List 67	List 68
isn't	rich	race	island
thousand	team	bit	stone
sign	corner	result	wife
guess	cat	brother	we'll
forward	blood	addition	opposite
huge	amount	various	born
ride	garden	doesn't	sense
region	led	thin	cattle
nor	note	hit	million
period	dead	weight	anyone



List 69	List 70	List 71	List 72
rule	chance	bought	hope
science	thick	radio	song
afraid	sight	method	engine
women	pretty	king	board
produce	train	similar	control
pull	fresh	return	spread
son	drive	corn	evening
meant	lead	decide	brown
broken	break	position	clean
interest	sit	bear	wouldn't

List 73	List 74	List 75	List 76
section	century	capital	meat
spent	therefore	fill	lady
ring	level	deal	west
teeth	you'll	busy	glad
quiet	death	beyond	action
ancient	hole	send	pass
stick	coast	love	type
afternoon	crow	cool	attention
silver	sharp	cause	gas
nose	fight	please	kitchen

List 77	List 78	List 79	List 80
pick	arm	sheep	inch
scale	believe	I'd	sugar
basic	major	office	key
happen	gray	row	product
safe	wonder	contain	desert
grown	include	fit	bank
cost	describe	equal	farther
wear	electric	value	won
act	sold	yard	total
hat	visit	beat	sell

List 81	List 82	List 83	List 84
wire	exercise	useful	ate
rose	bread	public	dinner
cotton	process	according	hurt
spoke	nature	steel	spend
rope	apart	salt	experiment
fear	path	speech	touch
shore	careful	forth	drop
throughout	narrow	nation	chair
compare	mental	knowledge	east
movement	nine	appear	separate

List 85	List 86	List 87	List 88
truck	wheel	trade	string
sing	none	chief	sister
column	hill	month	familiar
twice	television	clothes	onto
particular	bill	doctor	imagine
shop	solve	indeed	blow
unless	pressure	dance	quick
spot	report	church	law
neither	farmer	original	lie
met	count	enjoy	final

List 89	List 90	List 91	List 92
rise	rode	supply	solid
loud	empty	laid	northern
fair	twenty	dear	flower
herself	broke	surprise	star
slow	nice	bun	feed
noise	effect	entire	wooden
statement	paid	fruit	sort
hungry	motion	crowd	develop
join	myself	band	shoulder
tube	divide	wet	variety

List 93	List 94	List 95	List 96
season	army	shot	twelve
share	cabin	angry	mine
jump	camp	southern	company
regular	danger	dress	current
represent	purpose	bag	pound
market	breakfast	proud	valley
we're	proper	neck	double
flew	coat	breath	till
finger	push	strength	match
expect	express	member	average

List 97	List 98	List 99	List 100
die	population	electricity	raise
liquid	finish	everybody	further
alive	station	rate	steam
stream	shook	dust	guide
provide	stage	worth	discover
drink	oxygen	community	plain
experience	poem	captain	usual
future	solution	bus	seat
tomorrow	burn	protect	accept
drove	cent	cook	success



List 101	List 102	List 103	List 104
traffic	whisper	council	conversation
yesterday	available	author	evidence
situation	college	organize	citizen
realize	furniture	concern	environment
message	leather	barbecue	influence
recently	husband	accident	cancel
account	principal	disease	audience
physical	medicine	construction	apartment
neighbor	excellent	motor	worse
excited	operation	affect	transportation

List 105	List 106	List 107	List 108
frozen	stomach	ability	social
waste	collect	arrange	factory
couple	prevent	rhythm	license
function	courage	avoid	recommend
connect	occur	daily	
project	foreign	identity	
pronounce	quality	standard	
offered	terrible	combine	
apply	instrument	attached	
improve	balance	frighten	

## **Fry Fast Phrases List #1**

the little boy  
a good boy  
is about me  
then you give  
was to come  
old and new  
what we know  
that old man  
in and out  
not up here  
good for you  
down at work  
with his cat  
it was new  
work on it  
can come here  
they will go  
are so long  
three of them  
before this one  
your little boy  
as long as  
but not me  
be here again  
have been good

## **Fry Fast Phrases List #2**

he has it  
can go  
they are here  
one by one  
good and wet  
came with me  
about a dog  
had a hat  
if you come  
some good candy  
up and down  
her green hat  
say and do  
when they come  
so I went  
my little house  
very good girl  
all around us  
would you like  
any good book  
have you been  
we are out  
here and there  
from my mother  
a nice day

## **Fry Fast Phrases List #3**

to go home  
see the dog  
then they went  
look at us  
yes and no  
play with him  
by the house  
he was going  
come to me  
get the cat  
in or out  
one, two, three  
to the man  
a little dog  
he has it  
sit by them  
how do you  
like the book  
in our car  
what do you  
do you know  
make a book  
which one is  
this much is  
about his frog

## **Fry Fast Phrases List #4**

who am I  
an old cat  
in their car  
she had some  
a new school  
he said it  
did not go  
a good boy  
three little dogs  
up and down  
go to work  
put it out  
we were there  
before you go  
just one day  
about this long  
here it is  
get the other  
our old car  
then take it  
cat has been  
again and again  
would give him  
day after day  
many of them

## **Fry Fast Phrases List #5**

saw a cat  
at home again  
as soon as  
stand on the  
in the box  
upon a time  
the first one  
came up to  
a tall girl  
a big house  
find a rock  
because it was  
made me mad  
could I go  
in the book  
look at that  
is my mother  
run out of  
at school today  
with the people  
all last night  
into my room  
began to say  
I think that  
on the back

## **Fry Fast Phrases List #6**

such a big box  
where it was  
I am not  
a great ball  
yesterday morning  
live in a  
four of them  
at last a  
color the box  
putting away he  
tall red hat  
friend of the  
to look pretty  
much to eat  
want to say  
one year old  
the white pine  
got a cup  
wanted to play  
found his dog  
that was left  
bring her home  
men were there  
as you wish  
red and black

## **Fry Fast Phrases List #7**

may come to  
he let us  
was to use  
these big chairs  
turn right at  
who were present  
we should leave  
her left hand  
more people can  
why not make  
be done better  
it was under  
while the rain  
should we do  
never would come  
two books each  
was the best  
at another time  
it would seem  
the pretty tree  
was her name  
very dear to  
the tall oak  
next to the  
call me so

## **Fry Fast Phrases List #8**

dog ran fast  
five blue balls  
read very well  
over the hill  
such a treat  
on the way  
eat too much  
shall sing for  
my own bed  
most of all  
sure am happy  
saw a thing  
only for fun  
please come to  
near the dog  
older than me  
in the open  
kind and good  
much go now  
high in the  
far and near  
both of you  
end of the  
would go also  
until we see

## Fry Fast Phrases List #9

go ask her  
a small tree  
a yellow box  
you may show  
mother goes home  
please clean this  
buy a present  
say thank you  
they will sleep  
open the letter  
jump the wall  
by myself  
go fly high  
please don't run  
a fast race  
a cold day  
must call today  
does come back  
a pretty face  
little green box  
for everyone  
I like brown  
your red coat  
six people ran  
gave a present

## Fry Fast Phrases List #10

the black hat  
in his ear  
write a letter  
to try it  
as for myself  
can no longer  
those were clean  
hold on tight  
full of water  
please carry it  
eight little ducks  
would you sing  
food was warm  
sit on the  
the black dog  
can you ride  
hot and cold  
grow the seed  
do not cut  
seven people came  
the pretty woman  
the funny monkey  
yes it is  
as he ate  
stop your car

## Fry Fast Phrases List #11

off his ship  
his sister went  
my happy mother  
once I went  
he didn't go  
set the table  
round and round  
dress the baby  
fail the test  
wash the clothes  
car will start  
ready to go  
anything to wear  
around the year  
close the door  
the bedroom wall  
gave some money  
turn the corner  
might be late  
hard, long, trail  
go to bed  
fine black line  
along the way  
on the chair  
I hope you

## Fry Fast Phrases List #12

start the fire  
ten little boys  
was on order  
part was missing  
the early bird  
the fat cat  
a third team  
was the same  
were in love  
can you hear  
yesterday he came  
eyes are blue  
door was open  
clothes are dry  
though he went  
at three o'clock  
second not last  
water is warm  
the little town  
took off his  
pair of mittens  
now getting dark  
want to keep  
head and neck  
warm the food

## Fry Fast Phrases List #13

the story told  
miss the bus  
with his father  
the children moved  
reached the land  
with great interest  
the state government  
within two feet  
the beautiful garden  
to be done  
the country house  
different from them  
the bad men  
across the ocean  
a fenced yard  
a winter morning  
a round table  
a bedtime story  
because I'm through  
he listened sometimes  
tried to run  
rode the horse  
something for his  
brought the salad  
the dancing shoes

## Fry Fast Phrases List #14

time after time  
has come yet  
true or false  
above the door  
still, cool, water  
meet me at  
since we started  
a number of  
please state your  
does it matter  
draw the line  
did you remember  
the large hen  
a few came  
hit the ball  
under the cover  
the open window  
store the box  
in the city  
are we together  
the bright sun  
all my life  
across the street  
at the party  
suit was ready

## Fry Fast Phrases List #15

said the word  
was almost lost  
the quickly thought  
sent the letter  
receive the gift  
had to pay  
better than nothing  
what I need  
mean to cry  
spoke too late  
only finished half  
afraid to fight  
was strong enough  
feel the fur  
during the storm  
already had gone  
to one hundred  
for the week  
walked between them  
hard to change  
being quickly spent  
care and feeding  
the right answer  
an interesting course  
voted against it

## Fry Fast Phrases List #16

wear your coat  
Mr. and Mrs.  
in the side  
the poor boy  
lost his book  
was cold outside  
the wind howled  
Mrs. Brown said  
we learn by  
held the book  
the front door  
it was built  
in the family  
it all began  
clean air is  
young and old  
was long ago  
around the world  
the airplane flew  
without his lunch  
do not kill  
ready, set, go  
please stay away  
won't you come  
the paper flower

## **Fry Fast Phrases List #17**

hour by hour  
be glad that  
follow my directions  
you have company  
would you believe  
begin at once  
do you mind  
pass the meat  
try to reach  
next month we  
at this point  
rest and relax  
he sent it  
please talk louder  
when we want  
to the bank  
ship the box  
his business is  
the whole thing  
a short stop  
make certain that  
was not fair  
give the reason  
it's almost summer  
fill your glass

## **Fry Fast Phrases List #18**

grade your paper  
my big brother  
remain there until  
glass of milk  
several years ago  
the long war  
are you able  
please change it  
either you come  
change was less  
train the dog  
does it cost  
in the evening  
sing the note  
time is past  
find her room  
flew overhead  
at his office  
the cow stood  
will you visit  
wait in line  
the teacher said  
is almost spring  
picture was gone  
the blue bird

## **Fry Fast Phrases List #19**

fry an egg  
on the ground  
a sunny afternoon  
feed the sheep  
the boat trip  
plan his work  
the question is  
the biggest fish  
return the gum  
call him sir  
would not tell  
the huge hill  
the wet wood  
when you add  
the dripping ice  
broke the car  
watch for children  
left all alone  
to bend low  
broke her arm  
dinner was cold  
hair is brown  
service the car  
in class today  
was quite short

## **Fry Fast Phrases List #20**

spell the word  
a beautiful picture  
the sick cat  
because a teacher  
will you cry  
finish the work  
toss and catch  
the shiny floor  
a broken stick  
great amounts of  
guess the answer  
paint the bridge  
in the church  
a tall lady  
a treat tomorrow  
ice and snow  
for whom the  
women and children  
among the leaves  
a rocky road  
the farm animals  
my famous cousin  
bread and butter  
gave wrong directions  
the space age

## Fry Fast Phrases List #21

became a man  
a fat body  
take a chance  
act right now  
it will die  
in real life  
must speak out  
it already ended  
a good doctor  
please step up  
all by itself  
had nine lives  
the baby turtle  
minute by minute  
a loud ring  
who wrote it  
make it happen  
let's appear happy  
a big heart  
can swim fast  
a felt hat  
the fourth hour  
I'll say it  
kept a long time  
a deep well

## Fry Fast Phrases List #22

could see herself  
have an idea  
drop the pin  
the wide river  
her smile flowed  
son and daughter  
the bat flew  
is a fact  
sort the clothes  
king of hearts  
the dark street  
kept to themselves  
whose coat is  
study the book  
a great fear  
move your car  
she stood outside  
as for himself  
the strong man  
for they knew  
every so often  
toward the end  
filled with wonder  
twenty black birds  
it was important

## Fry Fast Phrases List #23

demand a pencil  
however you want  
in this case  
can you figure  
increase your work  
enjoy your study  
rather than walk  
sound it out  
eleven comes next  
music in words  
a human being  
in the court  
may the force  
a tomato plant  
can you suppose  
by the law  
was her husband  
just that moment  
my favorite person  
a sad result  
he could continue  
the lowest price  
to serve well  
the national anthem  
wife and mother

## Fry Fast Phrases List #24

was my aunt  
her system was  
he will lie  
the cause was  
will she marry  
it is possible  
I will study  
one thousand more  
in the pen  
his condition was  
she said perhaps  
she will produce  
it was twelve  
he rode the  
is my uncle  
the labor force  
in public court  
will consider  
it happened thus  
was the least  
she has power  
made a mark  
will be president  
must ask whether  
happened at all



## Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 <sup>nd</sup> Grade
Lesson Title:	Modified Marzano Strategy
Focus:	Vocabulary

**Materials:**

Paper

Vocabulary Notebook (Optional, can use ½ of a composition book for each student)

### Opening

#### State the objective

Objective of lesson is to expose students to the modified Marzano Strategy of learning key vocabulary words, including academic vocabulary.

#### Gain prior knowledge by asking students

How do you show someone that you understand what a word means? How do you learn about words and what they mean? Some words are sight words because you can say them, other words you can read but you don't know what they mean or how to use them in conversation. What are some strategies you used when you come across words that you don't understand?

#### Information About the Marzano Strategy for the Instructor (Background Information)

**Step 1:** Give a description, explanation, or example of the new term.

- Provide learners information about the term.
- Determine what the learner already knows about the term.
- *Utilize examples, descriptions, but **not definitions**. **Definitions** are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.*

**Step 2:** Ask the learner to give a description, explanation, or example of the new term in his/her own words.

- Remind learners to not copy, but use their own words.
- Monitor students to determine if any confusion exists.
- Provide more descriptions, explanations, or examples if necessary.

**Step 3:** Ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

- Teach the concept of speed drawing for those who labor too long over their work.
- Use graphics from magazines or the Internet.
- Illustrating terms through symbols, drawing the actual term, illustrating with a cartoon, or drawing an example of the term should be encouraged.
- Ask learner to share their work.

**Step 4:** Use the word in speech and conversation.

- Use the word in an original sentence.

### Content (the "Meat")

#### Instruction / Demonstration ("I do" – "We do")

**Word for Today:** hero

**Description:** A hero is an ordinary person who acts in a selfless way in an extraordinary situation. Superheroes are cartoon characters who overcome obstacles by having special

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

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powers. But real heroes do not have any special powers just a special commitment to do what is right.


**Brainstorm** with students something they have heard about that was heroic. Maybe it is the fireman who rescued the people from the burning building, or the mother who gave her daughter a kidney in a transplant, or the child who called 911 when his grandmother had fallen.

**Ask** them to name some situations that might lend itself to being a hero or acting in an heroic manner. Make a list. Ask them about taking up for a person who is being teased or bullied in some way. Ask if it takes heroism to stand up to a “popular” student.

Review yesterday’s word, if any.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">hero</p>	<p><b>My Description</b></p> <p style="text-align: center;">Person who responds to a disaster without thinking about themselves but thinking about how they could help</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">Thomas Jefferson is a hero of American Independence.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

### Students practice (“You do”)

Repeat process above having students selecting 3 different words of their choice.

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

### Closing

#### Review

Say:

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

#### Debrief

**Three Whats** (Answer the following 3 Questions)

- What is the most difficult thing about learning new words?
- What word have you been confused about that you would like to understand?
- What strategies do you use when trying to figure out the meaning of a new word or phrase?

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

Ask students to think about what they did today.

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Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Repeated Reading
<b>Focus:</b>	Fluency

**Materials:**

Leveled Reading Passages (Reading A-Z Website) or leveled readers  
 Paper, pencils, crayons

### Opening

#### State the objective

Repeated Reading is a strategy that is used to build fluency. The objective of this lesson is for students to understand the Repeated Reading strategy.

#### Gain prior knowledge by asking students

What does reading something repeatedly mean to you? Why do you think that reading the same material over and over would be helpful to build fluency? What does it mean to be fluent when you read? How fluent are you when reading aloud?

#### Information for You: (Month 1 only, but can be used throughout the year)

Repeated Reading is a strategy that allows children to practice reading the same passage over and over. The advantage of this is that students practice sight words (about 65% of all of the words we use) in the context of a written passage. Also, it allows youth to increase their vocabulary as the words that are not sight words (35%) become part of their reading vocabulary.

#### 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 activity listed above. Allow approximately 10 minutes of practice time each day.
5. After 8 days (2 weeks) 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.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

#### Repeated Reading—Creating A Baseline

1. Give student a passage to read at his/her appropriate reading level.
2. Have students read for 1 minute and count the number of words read in the

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

Remind students that they are going to establish a

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<p>minute.</p> <p>3. Record the number of words read on a chart.</p>	<p>baseline for improving the number of words that they can read per minute. Also remind them that you will have them read aloud to you from time to time so it is important to be correct in the number of words that they read in a minute. Remind them that this will improve accuracy and fluency.</p>
<p><b>Students practice (“You do”)</b></p>	
<p>Today you will have students practice reading the passage for the next 20 minutes using two different activities listed below. At the end of the practice you will have the children read the passage for 1 minute and determine if they have improved the number of words read. This is just a sample of the entire process. Normally you would practice every day for 8 days, about 10 minutes a day.</p>	
<p><b>Paired Readings:</b></p> <ol style="list-style-type: none"> <li>1. Partner students together.</li> <li>2. One partner times the other partner reading a passage.</li> <li>3. At the end of one minute, the partner says "Stop" and circles the last word the reader has read.</li> <li>4. The partners switch rolls. Complete this process three times.</li> </ol>	
<p><b>Partner Share:</b></p> <ol style="list-style-type: none"> <li>1. Partner two students that are working on the same passage.</li> <li>2. Have them read aloud to each other, trading off each sentence.</li> <li>3. They can then provide feedback to one another on rate, phrasing, and expression.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Liked Best Next Time</b></p> <p>Ask students what they liked best about the activity today.</p> <p>Ask students what they would suggest to strengthen the activity.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today in English/Language Arts.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them.</p>
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**Reading Rubric By Grade Level**

Grade	Rate	Accuracy	Phrasing	Expression
1	60	96-100%	Meaningful throughout	Expressive Throughout
2	90	96-100%	Meaningful throughout	Expressive throughout
3	110	96-100%	Meaningful throughout	Expressive throughout
4	130	96-100%	Meaningful throughout	Expressive throughout
5	150	96-100%	Meaningful throughout	Expressive throughout
6	170	96-100%	Meaningful throughout	Expressive throughout
7	180	96-100%	Meaningful throughout	Expressive throughout
8	200	96-100%	Meaningful throughout	Expressive throughout

**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 activity listed above. Allow approximately 10 minutes of practice time each day.
5. After 8 days (2 weeks) 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



### Repeated Reading Strategies

- **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).
- **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.
- **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.
- **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.
- **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.
- **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.
- **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."

There are five phrases in these two sentences. The first is by familiarity (once upon a time), the others are separated by punctuation. In the beginning of chunking, youth will tend to read in 3-4 word segments. The chunk should make sense and not sound like an every 3 word pause.

- **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.
- **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



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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.

### Charting Reading Progress

It is necessary for the student to be able to “see” his/her progress. You can do this by creating a chart for the class or for the individual student.

At the beginning of each 2 week session, the child records the number of words read on the first reading and at the end of the 2 week session, the number of words read after 8 practices.

To create a stronger visual, use graph paper and have the student create a bar graph to indicate the improvement each 2 weeks. If you utilize graph paper, each square could count as 10 words.

You might also consider setting up a composition book for each student and create a label for the cover where the student can chart progress.

### Your Role During Repeated Reading

During repeated reading you should circulate throughout the room stopping to listen to individual students read aloud.

Students should understand that when you come to them they will read from the passage beginning at the exact spot they are at, even if this is in the middle of a sentence.

You may want to develop a signal, thumbs up, a tap on the shoulder, or simply saying the child’s name, that will indicate to the student that it is his/her time to read to you.

If you spend 30 seconds to a minute with each student, during a week you will be able to hear each student.

If a student is mispronouncing a word, correct it at that time. This is not the time to define the word or check for meaning, simply say the word correctly and point to it.

This will help the student when reading the word in the future.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Three Words Predictions
<b>Focus:</b>	Reciprocal Teaching: Predicting

<b>Materials:</b>
Trade Book with colorful cover including pictures

### Opening

#### State the objective

**Predicting** gives students an opportunity to use the impressions they gather from looking at the front and back cover of the book, reading or hearing a title, and sometimes from opening the book and reading a “sample” of the story.

#### Gain prior knowledge by asking students

What does it mean to “predict” something?

When do you “predict” in your day to day life (opening doors, pushing on the toothpaste tube, turning on the water)?

What about predicting is important?

#### Information about predicting for the instructor (Only in Month 1 of Lessons)

Predicting is actually just using pictures or text to make a guess about what will happen in a piece of literature. So the first step in predicting is to **“find clues”**. To practice this, find a trade book (age-appropriate) and show it to the students. Ask students what they see on the cover. For example if the cover has a man looking through a magnifying glass you would ask, “Who is this man? (a detective) What is he looking for? (clues) How do you know he is looking for clues? (a magnifying glass) Ask students to look for clues: front cover, back cover, illustrations, headings, captions, and maps. Write the clues on the white board. Ask students to make predictions about the book based on the clues they have found. This is the **“connection question”**. Ask students, “Based on the clues, what do you think you will learn from this book?” Give students time to think about their answers. You might also want them to share the ideas with a partner and then a small group before sharing with you. Certainly students can use the words, “I predict” every time. Other things they might say that would **mean the same thing** include, “I think”..., “I wonder...”, “I imagine...”, “I suppose...”, “I guess...”, and “I expect”... Have student use these alternate ways of predicting when discussing the book.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

#### Three Words—A Prediction Strategy

##### Directions:

1. Hold up a trade book with an interesting cover.
2. Tell the students, “We are going to look for clues to predict what will happen in the story”.
3. Ask a student to read the book title. (If you are working with Kindergartners and 1<sup>st</sup> graders you may want to read the title aloud)
4. Choose one word from the book title.

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

When you are intentionally teaching the skill of predicting, take the time to point out the many times during each day the “we predict”. The ability to predict is what helps all of the visual input we have make sense. Stop to help students understand how what they

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<ol style="list-style-type: none"> <li>5. Write the word on the white board.</li> <li>6. Ask the students to look at the front cover picture.</li> <li>7. Choose one word from the picture.</li> <li>8. Write the word on the white board. Look at the back cover.</li> <li>9. Ask the students to look at the back cover.</li> <li>10. Choose one word from the back cover.</li> <li>11. Write the word on the white board.</li> <li>12. Ask a student to come to the front of the class and tell the story using the three words. The student may need some leading words or phrases to tell the story such as, "But, one day . . . And then . . . And finally..."</li> <li>13. Ask another student to tell his version of the story based on the three words.</li> </ol>	<p>are doing makes sense of the real world.</p> <p>Take time to stop the class and ask them to predict what will happen next.</p> <p>Check in often to see if they have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for "how" and "what" questions.</p> <p>Ask students to explain what is going on.</p>
<p style="text-align: center;"><b>Students practice ("You do")</b></p> <ol style="list-style-type: none"> <li>1. Have student work in groups of 2-3 students.</li> <li>2. Give each group a book.</li> <li>3. Have students practice the same predicting lesson, 3 Words, with this new book and each other.</li> <li>4. Ask students to share the 3 Word skits with the other students if there is time.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA—Describe, Interpret, Generalize, Apply</b></p> <p>Ask the children the following four questions:</p> <ol style="list-style-type: none"> <li>1. What did we do today? <b>Describe</b></li> <li>2. What skills did you use? <b>Interpret</b></li> <li>3. How did you feel about what we did today? <b>Generalize</b></li> <li>4. How will you apply these skills tomorrow? <b>Apply</b></li> </ol>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	One Minute Predictions 2
<b>Focus:</b>	Reciprocal Teaching: Predicting

<b>Materials:</b>
Trade Book with colorful cover including pictures

### Opening

**State the objective**

**Predicting** gives students an opportunity to use the impressions they gather from looking at the front and back cover of the book, reading or hearing a title, and sometimes from opening the book and reading a “sample” of the story.

**Gain prior knowledge by asking students**

What does it mean to “predict” something?  
 When do you “predict” in your day to day life (opening doors, pushing on the toothpaste tube, turning on the water)?  
 What about predicting is important?

**Information about predicting for the instructor** (Only in Month 1 of Lessons)

Predicting is actually just using pictures or text to make a guess about what will happen in a piece of literature. So the first step in predicting is to **“find clues”**. To practice this, find a trade book (age-appropriate) and show it to the students. Ask students what they see on the cover. For example if the cover has a man looking through a magnifying glass you would ask, “Who is this man? (a detective) What is he looking for? (clues) How do you know he is looking for clues? (a magnifying glass) Ask students to look for clues: front cover, back cover, illustrations, headings, captions, and maps. Write the clues on the white board. Ask students to make predictions about the book based on the clues they have found. This is the **“connection question”**. Ask students, “Based on the clues, what do you think you will learn from this book?” Give students time to think about their answers. You might also want them to share the ideas with a partner and then a small group before sharing with you. Certainly students can use the words, “I predict” every time. Other things they might say that would **mean the same thing** include, “I think”..., “I wonder...”, “I imagine...”, “I suppose...”, “I guess...”, and “I expect”... Have student use these alternate ways of predicting when discussing the book.

### Content (the “Meat”)

<b>Instruction / Demonstration (“I do” – “We do”)</b>	<b>*Activity → Teachable Moment(s) throughout</b>
<p>Review the strategies above and help students to understand how they might use each of them to predict what is going to happen in a story Use the Prediction Starters (I think, I wonder, I imagine, I suppose, I guess, I expect—attached at the end of this document) To start their prediction.</p> <p><b>One Minute Predictions</b></p> <p><b>Directions:</b></p>	<p>When you are intentionally teaching the skill of predicting, take the time to point out the many times during each day the “we predict”. The ability to predict is what helps all of the visual input we have make sense.</p>

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<ol style="list-style-type: none"> <li>1. Show students a trade book (this is like a library book).</li> <li>2. Tell the group that they will have 1 minute to make a prediction about the story.</li> <li>3. Show them the front cover, the back cover, the title, and the illustration.</li> <li>4. Have student make predictions about the book to the class.</li> <li>5. Ask more than one student for his/her opinion.</li> <li>6. Discuss why predictions could be the similar or could be different.</li> </ol>	<p>Stop to help students understand how what they are doing makes sense of the real world.</p> <p>Take time to stop the class and ask them to predict what will happen next.</p> <p>Check in often to see if they have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for “how” and “what” questions.</p> <p>Ask students to explain what is going on.</p>
<p><b>Students practice (“You do”)</b></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 2-3.</li> <li>2. Provide each group with three trade books (can absolutely use RAZ books).</li> <li>3. Tell student groups they will have one minute to make a prediction about the story.</li> <li>4. They may look at the title, front and back covers, and illustrations. (Repeat 3 times).</li> <li>5. Group looks inside to determine if predictions are correct.</li> <li>6. Students share their predictions with classmates.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA—Describe, Interpret, Generalize, Apply</b></p> <p>Ask the children the following four questions:</p> <ol style="list-style-type: none"> <li>1. What did we do today? <b>Describe</b></li> <li>2. What skills did you use? <b>Interpret</b></li> <li>3. How did you feel about what we did today? <b>Generalize</b></li> <li>4. How will you apply these skills tomorrow? <b>Apply</b></li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>
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“I think...”

“I wonder...”

“I imagine...”

“I suppose...”

“I guess...”

“I expect...”

“I predict...”

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Secret Word--Clarifying
<b>Focus:</b>	Reciprocal Teaching

**Materials:**

Trade Book with colorful cover including pictures

Word lists or cards of interesting words from the story—some of them should make natural connection (food and drink, clear and breezy, wet and cold...)

### Opening

#### State the objective

**Clarifying** strategies help students make connections between the words and real life. Clarifying can also be used to help students understand phrases, sentences or the body of the text. .

#### Gain prior knowledge by asking students,

What does it mean to “clarify” something? (make the meaning clear)

Have you ever done something that you thought was “just right” only to find out that you did not do what the other person expected of you? Share that experience with a neighbor. (Examples—I thought I was supposed to get the milk out and I was really supposed to get the bread. I thought I was supposed to walk home from school, but I was supposed to wait for my dad to pick me up.)

What about clarifying is important? (Helps you be sure that you are on the same page, know what you are to do)

#### Background Information for You (Only in Month 1 of Lessons)

Clarifying is step 2 of the Reciprocal Teaching process. It comes into play after you have predicted and then read to see if your prediction is correct. Clarifying is an opportunity for youth to be sure that they have an understanding of what’s going on. We all know what happens when we make assumptions that something is “true” or that our understanding is the beginning and end of everything that can be known. Clarifying gives everyone an opportunity to “get on the same page”. Clarifying is finding the meaning of vocabulary words. Reading is really an exercise of “making meaning” out of the printed word. Clarifying strategies help students to do this.

There are several things that students can do to clarify words. (You might want to make cards with these strategies on them for use when working with youth. Attached at the end of this lesson plan.)

- **Consider the Context:** Words do not happen in isolation, they are found in the context of a sentence, a paragraph, and ultimately the story. This is a particularly effective strategy when working with multiple meaning words. The context will often let the reader know what meaning the word has.
- **Substitute a Synonym:** While all words do not have synonyms, many of them do. If you do not know the meaning of the word “guffawing”, and you are reading the sentence, “He was so happily surprised he could not stop a giggle, and soon all of them were guffawing.” you would first consider the context (seems to be a happy surprise, person is laughing, and then substitute the word “laughing” because it makes sense. This too can help you make meaning.)
- **Study the Structure:** Words all have structures. When looking at particular words students should ask

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themselves if there is a prefix, a suffix, or both attached to a root word. They need to ask themselves if in that structure they can think of any other word that is similar and might have the same meaning. An example would be dynamic, dynamite, and dynamo have a similar structure and begin with “dyna”. If you knew the meaning of one of those words, say dynamite, and you knew that this was an explosive, you might wonder if dynamic and dynamo meant something similar.

- **Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.
- **Ask an Expert:** Experts come in all shapes and sizes. Asking another student or adult to clarify a word for the student might just work. Sometimes the experts will insist that the student think more deeply by asking some probing questions.
- **Place a Sticky-Note:** If you just can’t come up with a clarification for a word or a phrase, simply mark it with a sticky note and plan to come back to it. If it is not a word that will change the entire meaning of the story, it is sometimes best to return at a later time which will allow you to continue with the flow of the story and then pay close attention to that detail at another time.

When teaching young people to clarify, help them to utilize these strategies.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

Review the strategies above and help students to understand how they might use each of them to determine what different words mean.

**Purpose:** Select words from the story that can be acted out or combined into action (obviously the, was, etc. are not good choices).

**Directions:**

1. Review the words that you have selected with the students
2. Ask students if they have any words that they would like to add from the story (be sure to explain that these words must be action words or things you can see and touch
3. Choose a student to act out his own Secret Word from the word list Word List
4. Give the student 30 seconds to act out the word
5. Begin the charade with, “ACTION.”
6. In 30 seconds say, “CUT.” Classmates guess the Secret Word.
7. Encourage students to get into the moment using facial and body movements
8. Continue the process with 2 more students

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

When you are intentionally teaching the skill of clarifying, take the time to point out the many times during each day that clarification makes things easier. The ability to clarify is what keeps all of us on the same page.

Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to clarify what something means in a given situation. Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions. Ask students to explain what is going on.

#### Students Practice (“You do”)

- Now it is time for the student to practice the skill of clarifying by practicing with peers.

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<ul style="list-style-type: none"> <li>Give each group (3-4 students) a book.</li> <li>Ask them to find words in the story that they can clarify by acting them out for one another.</li> <li>Have students create a list of the words.</li> <li>Students take turns acting out the words on the list for one another.</li> </ul>	
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### Closing

**Review**

Say:

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

**Debrief**

**DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

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

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

**Modifications**

Talk with students about how the selected words fit into the world. What would this word mean to different staff members of the school? Make a list of the different staff members of the school: Principal, site coordinator, program leader, and volunteers. The principal might say. "I am responsible to ensure that all students eat lunch



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**Consider the Context:** Words do not happen in isolation, they are found in the context of a sentence, a paragraph, and ultimately the story. This is a particularly effective strategy when working with multiple meaning words. The context will often let the reader know what meaning the word has.

**Substitute a Synonym:** While all words do not have synonyms, many of them do. If you do not know the meaning of the word “guffawing”, and you are reading the sentence, “He was so happily surprised he could not stop a giggle, and soon all of them were guffawing.” you would first consider the context (seems to be a happy surprise, person is laughing, and then substitute the word “laughing” because it makes sense. This too can help you make meaning.)

**Study the Structure:** Words all have structures. When looking at particular words students should ask themselves if there is a prefix, a suffix, or both attached to a root word. They need to ask themselves if in that structure they can think of any other word that is similar and might have the same meaning. An example would be dynamic, dynamite, and dynamo have a similar structure and begin with “dyna”. If you knew the meaning of one of those words, say dynamite, and you knew that this was an explosive, you might wonder if dynamic and dynamo meant something similar.

**Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.

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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Secret Word--Clarifying 1
<b>Focus:</b>	Reciprocal Teaching

**Materials:**

Trade Book with colorful cover including pictures

Word lists or cards of interesting words from the story—some of them should make natural connection (food and drink, clear and breezy, wet and cold...)

### Opening

#### State the objective

**Clarifying** strategies help students make connections between the words and real life. Clarifying can also be used to help students understand phrases, sentences or the body of the text. .

#### Gain prior knowledge by asking students,

What does it mean to “clarify” something? (make the meaning clear)

Have you ever done something that you thought was “just right” only to find out that you did not do what the other person expected of you? Share that experience with a neighbor. (Examples—I thought I was supposed to get the milk out and I was really supposed to get the bread. I thought I was supposed to walk home from school, but I was supposed to wait for my dad to pick me up.)

What about clarifying is important? (Helps you be sure that you are on the same page, know what you are to do)

#### Background Information for You (Only in Month 1 of Lessons)

Clarifying is step 2 of the Reciprocal Teaching process. It comes into play after you have predicted and then read to see if your prediction is correct. Clarifying is an opportunity for youth to be sure that they have an understanding of what’s going on. We all know what happens when we make assumptions that something is “true” or that our understanding is the beginning and end of everything that can be known. Clarifying gives everyone an opportunity to “get on the same page”. Clarifying is finding the meaning of vocabulary words. Reading is really an exercise of “making meaning” out of the printed word. Clarifying strategies help students to do this.

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- **Study the Structure:** Words all have structures. When looking at particular words students should ask

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- **Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.
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When teaching young people to clarify, help them to utilize these strategies.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

Review the strategies above and help students to understand how they might use each of them to determine what different words mean.

**Purpose:** Select words from the story that can be acted out or combined into action (obviously the, was, etc. are not good choices).

**Directions:**

1. Review the words that you have selected with the students
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8. Continue the process with 2 more students

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

When you are intentionally teaching the skill of clarifying, take the time to point out the many times during each day that clarification makes things easier. The ability to clarify is what keeps all of us on the same page.

Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to clarify what something means in a given situation. Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions. Ask students to explain what is going on.

#### Students Practice (“You do”)

- Now it is time for the student to practice the skill of clarifying by practicing with peers.

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<ul style="list-style-type: none"> <li>Give each group (3-4 students) a book.</li> <li>Ask them to find words in the story that they can clarify by acting them out for one another.</li> <li>Have students create a list of the words.</li> <li>Students take turns acting out the words on the list for one another.</li> </ul>	
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### Closing

**Review**

Say:

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

**Debrief**

**DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

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

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

**Modifications**

Talk with students about how the selected words fit into the world. What would this word mean to different staff members of the school? Make a list of the different staff members of the school: Principal, site coordinator, program leader, and volunteers. The principal might say. "I am responsible to ensure that all students eat lunch

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**Consider the Context:** Words do not happen in isolation, they are found in the context of a sentence, a paragraph, and ultimately the story. This is a particularly effective strategy when working with multiple meaning words. The context will often let the reader know what meaning the word has.

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**Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.

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## Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 <sup>nd</sup> Grade
Lesson Title:	Hot Seat – Questioning1
Focus:	Reciprocal Teaching: Questioning

**Materials:**

Trade Book with colorful cover including pictures

### Opening

#### State the objective

**Questioning** is a strategy that helps to make meaning out of a paragraph, passage, or story. Questioning allows you to find out how someone else thinks about something. The purpose of this practice is to help students learn how to ask open-ended questions in a thoughtful way.

#### Gain prior knowledge by asking students,

What does it mean to “question” something? (trying to make meaning by asking open-ended questions to solicit additional information).

Have you ever asked a person a question only to discover that you didn’t ask the “right question” and later you found that the person had an “answer” or information that you needed, but because of the question you asked, you did not get the right answer? Your question limited the answer that you received. Give an example of this to your neighbor.

What about questioning is important? (Helps you be sure that you have a full understanding of the situation).

#### Information for You (Only in Month 1 of Lessons)

**Questioning** is the third skill that is a part of Reciprocal Teaching. So often we ask only the most simple recall questions and then wonder why students do not have a deep understanding of the material they are reading. Learning how to ask open-ended questions, how to build understanding through asking questions rather than providing answers, and learning how to ask higher level questions, will lead students to “make the material read” their own. Making meaning of what we read is at the core of reading. Asking questions helps students to get to this point.

There are three types of questions that you can work with students on. The first is “Right There” questions. **“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

The second type of question is an **“Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

The third type of question is an **“Applied Question”**. These questions require that the reader think beyond the story or the

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printed words and apply the meaning of the story to him/herself.

### Content (the "Meat")

#### Instruction / Demonstration ("I do" – "We do")

Review the strategies above and help students to understand how they might use each of them to ask the different types of questions.

#### Hot Seat

**Purpose:** Students have listened to a story and will take the "hot seat" to answer questions from the audience as if they were one of the story characters

1. Read the entire story that you have been working on (predicting, clarifying and questioning)
2. Choose a student to come to the front and sit in the "Hot Seat."
3. Student chooses a character from the story he/she would like to be **BUT** does not tell his/her classmates.
4. Classmates ask Who, What, Where, When and Why questions of the person in the Hot Seat.
5. The student answers questions as though he really is the character. For example, if the story is The Three Little Pigs, the character might choose the wolf character. The student would use his/her best wolf voice to respond.
6. Classmates would ask questions to discover which character the student has selected. Example: "Are you a central character in the story?" or "Do you have a curly tail and can be turned into bacon?" or "Do you do a lot of deep breathing in this story?"
7. Once the class is certain they know which character the student has chosen to be, they identify the character. The winning person gets to take on the "Hot Seat" for round 2.

#### Students practice ("You do")

1. Divide students into groups of 3
2. Give students a book to read to one another (this should not be a long book or if it is a chapter book then only read one chapter).
3. Group chooses one person to sit in the "Hot Seat."
4. Student chooses a character from the story he/she would like to be **BUT** does not tell his/her classmates.
5. Classmates ask Who, What, Where, When and Why questions of the person in the Hot Seat.
6. The student answers questions as though he really is the character. For example, if the story is The Three Little Pigs, the character might choose the wolf character. The student would use his/her best wolf voice to respond.
7. Classmates would ask questions to discover which character the student has selected. Example: "Are you a central character in the story?" or "Do you have a curly tail and can be turned into bacon?" or "Do you do a lot of deep breathing in this story?"

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

When you are intentionally teaching the skill of questioning, take the time to point out the many times during each day that asking a good question makes things easier. The ability to ask open ended questions is what keeps all of us on the same page. Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to question a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for "how" and "what" questions. Ask students to explain what is going on.



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

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

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



**“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

**Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

**“Applied Question”**. These questions require that the reader think beyond the story or the printed words and apply the meaning of the story to him/herself

## Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 <sup>nd</sup> Grade
Lesson Title:	I Wonder – Questioning
Focus:	Reciprocal Teaching: Questioning

**Materials:**

Trade Book with colorful cover including pictures

### Opening

#### State the objective

**Questioning** is a strategy that helps to make meaning out of a paragraph, passage, or story. Questioning allows you to find out how someone else thinks about something. The purpose of this practice is to help students learn how to ask open-ended questions in a thoughtful way.

#### Gain prior knowledge by asking students,

What does it mean to “question” something? (trying to make meaning by asking open-ended questions to solicit additional information).

Have you ever asked a person a question only to discover that you didn’t ask the “right question” and later you found that the person had an “answer” or information that you needed, but because of the question you asked, you did not get the right answer? Your question limited the answer that you received. Give an example of this to your neighbor.

What about questioning is important? (Helps you be sure that you have a full understanding of the situation).

#### Information for You (Only in Month 1 of Lessons)

**Questioning** is the third skill that is a part of Reciprocal Teaching. So often we ask only the most simple recall questions and then wonder why students do not have a deep understanding of the material they are reading. Learning how to ask open-ended questions, how to build understanding through asking questions rather than providing answers, and learning how to ask higher level questions, will lead students to “make the material read” their own. Making meaning of what we read is at the core of reading. Asking questions helps students to get to this point.

There are three types of questions that you can work with students on. The first is “Right There” questions. **“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

The second type of question is an **“Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

The third type of question is an **“Applied Question”**. These questions require that the reader think beyond the story or the

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printed words and apply the meaning of the story to him/herself.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

Review the strategies above and help students to understand how they might use each of them to ask the different types of questions.

**Directions:**

1. Select a passage from one of the books that you have been sharing with students.
2. Read a passage aloud and then ask yourself, “I wonder what I would do if this had happened to me?” For example, if you used the story the **Tortoise and the Hare** there is a point at which it appears the hare is winning the race. Questions might include: What would I 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 were making fun of me? I wonder, I wonder.
3. After modeling this for the students, read another passage aloud and then ask students to pair with one another and ask the same sort of “I wonder” questions.
4. Discuss with students what went well during their practice and what could be done to make the work more effective.

**Note:** This activity is an Applied Question.

#### Students practice (“You do”)

- Students work in partner-pairs.
- Provide students with books from the school or program library
- Students read a paragraph or page in the Book.
- Then they ask themselves the question, “I wonder what I would do if this happened to me?”
- Groups should share responses with one another and then with other groups.
- Formulating the answer should begin by using the question as the beginning of the answer. For example: If \_\_\_\_\_ happened to me, I wonder if \_\_\_\_\_ would happen.

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

When you are intentionally teaching the skill of questioning, take the time to point out the many times during each day that asking a good question makes things easier. The ability to ask open ended questions is what keeps all of us on the same page.

Stop to help students understand how to ensure that they are on target.

Take time to stop the class and ask them to question a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Ask students to explain what is going on.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

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

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

**“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

**Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

**“Applied Question”**. These questions require that the reader think beyond the story or the printed words and apply the meaning of the story to him/herself

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	10 Pennies Summarizing
<b>Focus:</b>	Reciprocal Teaching: Summarizing

<b>Materials:</b> Trade Book with colorful cover including pictures
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### Opening

**State the objective**

**Summarizing** requires students to identify and integrate the important information in the text and capture the meaning in a few sentences. Retelling a story begins at the beginning and detail by detail makes its way to the end. The objective of this lesson is to give Kindergartners-2<sup>nd</sup> graders an opportunity practicing retelling a story, and 3<sup>rd</sup> – 6<sup>th</sup> graders an opportunity to summarize.

### Gain prior knowledge by asking students, Summarizing

What does it mean to “summarize” something? (capturing the crux of the story in a few words)

Have you ever been talking to a person about a story that you think you’ve both read, or maybe a movie or TV show that you think you have both watched, yet when you talk about it there are a lot of disconnects? Sometimes when you summarize a story (or retell it) you may discover that you are not talking about the same story at all. Sometimes you will discover that you both did not identify the same things as important. Give an example of when you summarize or retell things (sharing information about school, a party, buying new clothes).

What about summarizing/retelling is important? (Helps you be sure that you completely understand the story or passage or paragraph that you just read).

**Information for You:** (Information is available in Month 1 )

The difference between summarizing and retelling is this: summarizing captures the crux of the story while retelling is simply that, using your own words to tell the story. For example: a summary of the Three Bears is that the bears’ breakfast was too hot so they went for a walk and while they were out, a little girl came into their home, ate the baby’s porridge, broke the chair, and fell asleep in the bed where the Bears found her. The goal is for youth to summarize across the entire story, but in the beginning this summarizing process will be in summarizing sentences, then paragraphs, passages and finally the entire story. It is important that summarizers understand that they will stick to the point, discuss main ideas, but not all of the details, and they should keep it short yet meaningful.

### Content (the “Meat”)

<b>Instruction / Demonstration (“I do” – “We do”)</b>	<b>*Activity → Teachable Moment(s) throughout</b>
It will be challenging for some youth to summarize and not retell the story. They will want to	

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share the details, and a summary simply does not do that. This would be one time to “limit” the number of words that the student uses. A good summary can be challenging because every word and chart really matters.

Remind the students of the story that you have been reading.

Model the activity “**Ten Pennies**” for the students. (This version is for grades 2<sup>nd</sup> – 5<sup>th</sup> grades)

1. Lay ten pennies in a line on a desk.
2. Tell students that when we summarize, we buy each word for a penny.
3. Ask students to summarize the book or story they have read using ten pennies or less. Caution: 2<sup>nd</sup> – 5<sup>th</sup> grade students may begin retelling the story.
4. Push a penny out of the line each time you say a word. “Once (1) upon (2) a (3) time (4) there (5) were (6) three (7) bears (8).” Is this the main idea of the story?
5. No. They run out of pennies and haven’t stated the main idea.
6. A better sentence would be, “The (1) three (2) bears (3) learned (4) to (5) lock (6) the (7) front (8) door (9).”
7. Practice several times until students are comfortable with this process. At this point, move on to student practice.

### Students practice (“You do”)

Now it is the turn of the students:

- Divide students into groups of 3-4
- Lay ten pennies in a line on a desk.
- Ask students to summarize the book or story they have read using ten pennies or less. Caution: remind students that summarizing is different than retelling the story.

When you are intentionally teaching the skill of summarizing or retelling, take the time to point out the many times during each day that summarizing what has just happened makes thinking about things or situations easier. The ability to summarize help to keep us focused on the key learning. Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to summarize or retell for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions. Ask students to explain what is going on in a brief summary.

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### Closing

#### Review

Say:

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

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

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

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



# Summarizing 10 Pennies



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Brain File Summarizing
<b>Focus:</b>	Reciprocal Teaching: Summarizing

<b>Materials:</b> Trade Book with colorful cover including pictures
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### Opening

**State the objective**

**Summarizing** requires students to identify and integrate the important information in the text and capture the meaning in a few sentences. Retelling a story begins at the beginning and detail by detail makes its way to the end. The objective of this lesson is to give Kindergartners-2<sup>nd</sup> graders an opportunity practicing retelling a story, and 3<sup>rd</sup> – 6<sup>th</sup> graders an opportunity to summarize.

### Gain prior knowledge by asking students, Summarizing

What does it mean to “summarize” something? (capturing the crux of the story in a few words)

Have you ever been talking to a person about a story that you think you’ve both read, or maybe a movie or TV show that you think you have both watched, yet when you talk about it there are a lot of disconnects? Sometimes when you summarize a story (or retell it) you may discover that you are not talking about the same story at all. Sometimes you will discover that you both did not identify the same things as important. Give an example of when you summarize or retell things (sharing information about school, a party, buying new clothes).

What about summarizing/retelling is important? (Helps you be sure that you completely understand the story or passage or paragraph that you just read).

**Information for You:** (Information is available in Month 1 )

The difference between summarizing and retelling is this: summarizing captures the crux of the story while retelling is simply that, using your own words to tell the story. For example: a summary of the Three Bears is that the bears’ breakfast was too hot so they went for a walk and while they were out, a little girl came into their home, ate the baby’s porridge, broke the chair, and fell asleep in the bed where the Bears found her. The goal is for youth to summarize across the entire story, but in the beginning this summarizing process will be in summarizing sentences, then paragraphs, passages and finally the entire story. It is important that summarizers understand that they will stick to the point, discuss main ideas, but not all of the details, and they should keep it short yet meaningful.

### Content (the “Meat”)

<b>Instruction / Demonstration (“I do” – “We do”)</b>	<b>*Activity → Teachable Moment(s) throughout</b>
It will be challenging for some youth to summarize and not retell the story. They will want to	

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share the details, and a summary simply does not do that. This would be one time to “limit” the number of words that the student uses. A good summary can be challenging because every word and chart really matters.

### Brain File

1. Remind the students of the story that you have been reading.
2. Ask students to help you make a list of important words from the story.
3. On the white board or chart paper draw a large rectangle and divide it into fourths
4. Select one word from the list.
5. Write the word at the bottom of each square.
6. In the 1<sup>st</sup> Square, think of a word to remind you of the word (example if the word is wolf, you could write the word scary)
7. In the 2<sup>nd</sup> Square, think of a synonym for the word (wolf-predator)
8. In the 3<sup>rd</sup> Square, write the word in a sentence. (YIKES! I see a wolf!)
9. In the 4<sup>th</sup> Square, draw a picture of the word.
10. Complete the process with 2 more words until the students are clear on the process.

### Students practice (“You do”)

- Divide students into groups of 2-3
- Give each group a white board or piece of blank art paper
- Ask each team of students to select a word from the story and thinking about the word throughout the story, complete the four boxes
  - Word that reminds you of the word
  - Synonym
  - Sentence
  - Picture
- Share Brain Files with classmates.

When you are intentionally teaching the skill of summarizing or retelling, take the time to point out the many times during each day that summarizing what has just happened makes thinking about things or situations easier. The ability to summarize help to keep us focused on the key learning. Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to summarize or retell for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions. Ask students to explain what is going on in a brief summary.

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### Closing

#### Review

Say:

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

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

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

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)


## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Day of Sadness
<b>Focus:</b>	Vocabulary, Predicting

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.	
<b>Gain prior knowledge by asking students the following questions</b>	
<p>What do you know about 9-11 or September 11, 2001?</p> <p>When someone says that “something if tragic”, what do you think about?</p> <p>Have you ever been “rescued”, maybe you were lost, or you got stuck in a tree, or you were trying to put on your jacket and you just couldn’t get your arm through the sleeve opening? Of course, you may have experienced a more serious rescue as well.</p> <p>What would you be thinking if something tragic and unexpected happened in your town or city?</p>	
Content (the “Meat”)	
<b>Today’s Lesson</b>	<b>*Activity → Teachable Moment(s) throughout</b>  During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.  Take advantage of any teachable moments.  Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.  When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.
Today we are going to learn some factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.	
<b>Vocabulary</b>	
<b>Word for Today:</b> emergency  <b>Description:</b> An emergency is an urgent situation that requires you to do something right now. It is often a disaster or a tragedy. Emergencies can involve only one person or can involve many people all at the same time.  <b>Brainstorm</b> with students “emergencies” that they have experienced. Talk about how they felt and what they did.  <b>Ask</b> them to name some symbols or sounds of emergencies. (sirens, flashing red lights, bells at school, hospital signs—usually in blue, exit signs) Ask students why these symbols and sounds are important.  Students complete the Vocabulary Notebooks. Student may work in pairs if this is helpful.  <b>Vocabulary Notebook Sample:</b>	

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<b>New Word</b>  <p style="text-align: center;">emergency</p>	<b>My Description</b>  <p style="text-align: center;">An event that makes you act right now for the best interest of yourself and others</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the word for today.</p> <p>Vocabulary Notebooks be made from ½ of a composition book.</p>
<b>Personal Connection</b>  <p style="text-align: center;">An ambulance is an emergency vehicle which brings First Aid to people.</p>	<b>Drawing</b>  	

<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p style="text-align: center;"><b>Predicting</b></p> <p>One of the things that we do to help people be prepared for an emergency is to practice drills (fire, earthquake, lock down). By practicing what to do, you have some ideas of how you should respond to the emergency. Another thing we do is to practice being prepared. This is a way to be ready for the emergency, even though you hope you never have to use your plan. In other word, we are trying to predict what we should do and what we should have in place just in case there is an emergency.</p> <p><b>Brainstorm</b> some of the emergencies that we are prepared for and what we predict that we will need and how we should behave.</p> <p><b>Discuss</b> either fire, natural disaster (earthquake, tornado, hurricane), or accident. Discuss how we get ready at school. Discuss how we get ready at home. Try to schedule the principal or some other school official to come in and talk about the school's safety plan and how it fits into the community's safety plan as well. If you can't get the school official, if you have a local red cross, contact them and ask them to come in and talk about the work they do.</p> <p><b>Discuss</b> how important it is to be prepared and to have a plan in case of emergency. Discuss how it must have felt to the people in New York and the Pentagon who could have been prepared for an emergency but not at all prepared for the attacks on 9-11.</p>	<p>We predict all of the time. Teaching children to "think" about the predictions they make, will help them make sense of reading.</p>
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<b>Activity</b>				
<p>Today we are going to listen to the story of what happened on 9-11. Listen to the story for key events and times. Read Tragedy Strikes on pages 1 and 2 of the <u>9-11 Story</u> (included in this lesson plan packet). Pick out the times and events.</p> <p>Demonstrate how to create a timeline. Explain that sometimes time lines cover centuries and sometimes, like this one, the timeline only covers a few hours. The sample that you see below is not complete, but you can see how to create the timeline. When you have completed the timeline ask students to select one of the events and illustrate it. Create a large timeline and include the student's pictures.</p> <p><b>Sample:</b></p>				
8:00 a.m.	8:10 a.m.	8:45 a.m.	9:05	9:40
Flight 11 leaves Boston Flight 175 leaves Boston	Flight 77 leaves Washington Flight 93 leaves Newark	Flight 11 smashes into North Tower	Flight 175 smashes into South Tower	Flight 77 smashes into the Pentagon

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### Closing

#### Review

Say:

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

#### Debrief

#### **Three Whats**

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## The Story of 9-11 Never Forget!

### Tragedy Strikes

September 11, 2001 was like any other week day. Thousands of people were heading to work or had just arrived at the World Trade Center in New York City. The Twin Towers, giant 110 story buildings, stood side by side looking over the city and the harbors.

Several hundred miles away in Massachusetts and Washington D.C., men were boarding four different airplanes in order to hijack them and crash into the Twin Towers, the Pentagon, and one other Washington D.C. destination. Just before 8:00 in the morning, two planes took off from Logan International Airport in Boston on their way to Los Angeles. Shortly after take-off, the first plane, American Airline Flight 11 turned south and at 8:45 smashed into the North Tower of the World Trade Center. The second scheduled flight from Boston, United Airlines Flight 175, headed toward New Jersey where it made a U-Turn, and at 9:05, just 20 minutes after the first plane hit the North Tower, it smashed into the South Tower.

A lot was happening on the morning of September 11. From Dulles International Airport a flight left at 8:10 flying west across northern Virginia and West Virginia before making a U-Turn and heading back to Washington D.C. where it crashed into the west side of the Pentagon at 9:40 a.m. At the same time a flight left Newark International Airport headed toward San Francisco, and when it got to Ohio, it made a U-Turn and headed back toward Washington D.C. as well. The passengers had used cell phones to call family when the plane was first hijacked and knew about the bombing of the Twin Towers. They decided to stop the hijackers and caused the plane to crash in Shanksville, Pennsylvania at 10:10 a.m. instead of allowing it to return to Washington D.C.

The tragic events of 9-11 continued to unfold. There seemed to be one emergency after another. Rescue workers, firefighters, paramedics, and policemen and everyday citizens



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begin to help people from the World Trade Center Twin Towers. People were walking down many stairs to get to the street and safety. They could not use the elevators because of the fires in the buildings. Rescue workers entered the Towers to help these survivors. Brave men and women risked their own lives to help others. At 9:59 a.m. the South Tower began to collapse and one floor fell down on the floor below, and in seconds the Tower was gone. At 10:28 the North Tower did exactly the same thing and came crashing down. In less than 2 hours, nearly 3,000 Americans had lost their lives because of the attacks on September 11.

### The Aftermath

After the Towers collapsed and the west section of the Pentagon destroyed, many everyday heroes continued to show up and help day after day. Rescue and iron workers began going through the ruins of the buildings and sifting through the debris, looking for survivors and people who had died in the attack. As the emergency workers assembled in each of the locations, the rest of America began to come together to offer support for the victims and families. George Bush was President of the United States and he knew that the tragic events of September 11 would not define Americans. He said, "These acts shatter steel, but they cannot dent the steel of American resolve." President Bush had faith that Americans would pull together to protect and rebuild the destroyed places.

Immediately workers began to clean up the rubble left where the World Trade Center Twin Towers had been. This became known as Ground Zero. The clean-up took a long time at the World Trade Center. In nine months workers had removed 1.8 million tons of steel and concrete from the site. What was left was a huge hole known as the "pit". At the Pentagon workers also began removing the debris from the west side of the building. In Pennsylvania, the people were quickly able to remove the wreckage. In Pennsylvania the people created a temporary memorial and made plans to build a permanent memorial.

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There were many heroes on September 11 and in the clean-up that followed. Firefighters raced into the burning buildings without thinking about themselves. 341 of them lost their lives helping others. Iron workers came from across the United States to clear away the debris and rubble. Doctors and nurses made themselves available to the injured. And ordinary citizens, like you and me went to work to remove rubble. Dogs were heroes too. One dog, Roselle, led her blind master down 78 flights of stairs. You might wonder why he didn't take the elevator. Once the Towers were hit by the airplanes, the electricity went out and elevators require electricity to operate. Children and adults from all over the world began sending cards and letters to the families and to the rescue workers to thank them and wish them well.

### Planning To Remember

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Picture in your mind the eleven year old girl adjusting a ribbon on a vase at a memorial just outside of Shanksville, Pennsylvania. See her carefully touch the ribbon so the bow stays nice and tight. Understand that this girl was only one year old when her father, Donald Greene, was one of the 40 passengers who gave his life to protect another American from being hurt or killed. Imagine what you would want to say to Jody Greene if she were your best friend. Imagine what you would want to hear if you were Jody Greene.

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<p>The Twin Towers of the World Trade Center were in New York City close to the Atlantic Ocean.</p>	<p>The Twin Towers were 110 stories tall. Thousands of people worked in the two Towers each day.</p>
<p>On February 26, 1993 the Towers were attacked when someone drove a car full of explosives into the underground parking lot.</p>	<p>On September 11, 2001, two planes smashed into first the North Tower and 17 minutes later into the South Tower.</p>
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<p>In the North Tower, the airplane hit the building between floors 93 and 99.</p>	<p>In the South Tower, the airplane hit the building between floors 77 and 85.</p>
<p>99% of the people who were in the building <b>BELOW</b> the crash survived by walking down the stairs.</p>	<p>The first airplane smashed into the North Tower at 8:45 a.m.</p>
<p>The second airplane smashed into the South Tower at 9:05 a.m.</p>	<p>A third plane left Dulles International Airport and smashed into the Pentagon in Washington D.C. at 9:40 a.m.</p>



<p>A fourth airplane left Newark New Jersey and smashed into Shanksville, Pennsylvania at 10:10, because the brave passengers did not let the plane reach Washington D.C.</p>	<p>As soon as the people in the Towers realized what had happened, they began to walk down the stairs to find safety.</p>
<p>56 minutes after the second plane smashed into the South Tower, it began to collapse and came crashing down.</p>	<p>29 minutes later the North Tower collapsed as well.</p>
<p>When the Towers collapsed, firefighters, police officers, and citizens of more than 75 countries were killed. In total, 2,753 people died in New York.</p>	<p>There are many stories of heroism. Heroes, including firefighters and policemen, also included ordinary people like Rick Rescorla, who lost his life saving others.</p>

<p>There have been many memorials built to honor those who lost their lives on 9-11 in New York, Washington D.C., Pennsylvania and other places.</p>	<p>In Bayonne, New Jersey there is a large structure that has a crack down the middle with a teardrop hanging down in the center. It looks like the Trade Center being torn apart.</p>
<p>The structure in New Jersey is called the Tear of Grief and is 100 feet tall and the teardrop is 40 feet in length.</p>	<p>The memorial in Arlington, Virginia for the Pentagon has 184 benches, one for each person who died as a result of the crash.</p>
<p>In Pennsylvania they remember the sacrifices made on 9-11 with the <u>Bells of Remembrance</u> which ring forty times while the names of the victims are read aloud.</p>	<p>On September 11, 2011, the two huge pools where the Twin towers stood will be unveiled, along with the 2,983 names of the victims.</p>



<p>The Freedom Tower, which will stand 1,776 feet high, will be completed in 2013 in New York City.</p>	<p>Each 9-11 New York turns on lights that shine into the sky where to World Trade Center towers once stood.</p>
<p>People gather at the Pentagon and in Pennsylvania to read the names of the heroes who lost their lives.</p>	<p>It is important that we remember the events of 9-11. We should honor the fallen heroes and let them be an example for our own service to others.</p>



<p>Brave </p>	<p>An act to do what's right not selfish</p>	
<p>Elevator </p>	<p>Box that moves you from floor to floor</p>	
<p style="text-align: center;"><b>Reciprocal Teaching Questioning</b></p> <p>One of the most basic types of questions is those we call "right there". In other words the answer is so clear that it is easy to find. Right there questions begin with Who is...Where is...List... What is...? How many...?. When did...? Name ...What kind of...?</p> <p>Examples of right there questions include: "Name the flights of the airplanes that were crashed on 9-11. Who were the people who acted as heroes in New York?"</p> <p>Included in this lesson plan you will find a full deck of fact cards that you can utilize with students as they work to develop questions. If you do not want to utilize the Fact Cards, you can give pairs of students a copy of the 9-11 Story as a reference.</p> <p>Have students work in pairs to identify 3-5 "right there" questions and then share them with another pair and refine and modify as necessary. <b>Note:</b> When writing the questions use as many of the key vocabulary words as you can within the question.</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 style="text-align: center;"><b>Activity</b></p> <p>There are a great many events that occurred in a very short time on the morning of 9-11. After that morning, the next 10 years have been less compressed, and yet each of the events has built upon that experience.</p> <p>Give each pair of students a set of the Fact Cards mixed up and ask them to retell the story of 9-11 using those cards. If they believe a significant event has not been recorded, give them a 3" X 5" card to add to the collection. Have them add the details of both the Remembrance Project and the Service Project that you did as a group. Those should be the final 2 cards of the Fact Card set.</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>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

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### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today when they were practicing English Language Arts with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- 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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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Learning About September 11
<b>Focus:</b>	Vocabulary, Predicting

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.	
<b>Gain prior knowledge by asking students the following questions</b>	
After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?	
What do you know about heroes?	
Who is your hero or role model (someone you want to be like)?	
From the information you received yesterday, who would you say acted like a "hero"? (the passengers on Flight 93 that crashed in Pennsylvania)	
Content (the "Meat")	
<b>Today's Lesson</b>	<b>*Activity → Teachable Moment(s) throughout</b>  It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the word covered today. Vocabulary Notebooks can be made from ½ of a composition book.
Today we are going to learn more factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.	
<b>Vocabulary</b>	
<b>Word for Today: hero</b> <b>Description:</b> A hero is an ordinary person who acts in a selfless way in an extraordinary situation. Superheroes are cartoon characters who overcome obstacles by having special powers. But real heroes do not have any special powers just a special commitment to do what is right. <b>Brainstorm</b> with students something they have heard about that was heroic. Maybe it is the fireman who rescued the people from the burning building, or the mother who gave her daughter a kidney in a transplant, or the child who called 911 when his grandmother had fallen. <b>Ask</b> them to name some situations that might lend itself to being a hero or acting in a heroic manner. Make a list. Ask them about taking up for a person who is being teased or bullied in some way. Ask if it takes heroism to stand up to a "popular" student. Review yesterday's word. Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful	

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<b>Vocabulary Notebook Sample:</b>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <b>New Word</b>   <div style="text-align: center;">hero</div> </td> <td style="padding: 5px;"> <b>My Description</b>             Person who does something that helps someone else without thinking about themselves first         </td> </tr> <tr> <td style="padding: 5px;"> <b>Personal Connection</b>             The firemen in New York City were heroes of 9-11.         </td> <td style="padding: 5px;"> <b>Drawing</b>   <div style="text-align: center;">  </div> </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center;">hero</div>	<b>My Description</b>  Person who does something that helps someone else without thinking about themselves first	<b>Personal Connection</b>  The firemen in New York City were heroes of 9-11.	<b>Drawing</b>  <div style="text-align: center;">  </div>		
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<b>Reciprocal Teaching</b> <b>Predicting</b>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p>				
<p>It is hard to know if you will behave in a heroic way before something disastrous happens. For the people who were faced with the events of September 11, many who would not consider themselves heroic, certainly behaved in an heroic manner. We know that the passengers of Flight 93 acted in a heroic way and crashed with the plane in Pennsylvania. Predict what other types of heroism you think people exhibited on 9-11. Who were the people? Did they have some special power? In your opinion what made these people behave in the way that they did? Make a list of qualities that you think these heroes would have.</p>						
<b>Activity</b>		<p>Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>				
<p>Today we are going to listen to the story of what happened after the Twin Towers collapsed, the Pentagon was smashed, and the plane crashed in Pennsylvania. Read the section of the <b><u>Story of 9-11, The Aftermath</u></b>, on pages 2 and 3.</p> <p>Look at the quote from President Bush, "These acts shatter steel, but they cannot dent the steel of American resolve." Examine the quote word by word or phrase by phrase.</p> <p>"These acts" What acts did he refer to?</p> <p>"shatter steel" What does shatter mean? What do you usually think of as "shattering"?</p> <p>How does steel compare to glass?</p> <p>"but they" Who is they? Why did they want to "shatter" the United States</p> <p>"cannot dent the steel of American Resolve" What is a dent? What is resolve? How could you dent resolve? How is American resolve different than other country's?</p> <p>As a group, rewrite the George Bush quote in the words that you have come up with to describe each of the phrases.</p> <p>In pairs have students write several sentences about the events of 9-11, what happened and how people acted in a heroic manner.</p>						

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## The Story of 9-11 Never Forget!

### Tragedy Strikes

September 11, 2001 was like any other week day. Thousands of people were heading to work or had just arrived at the World Trade Center in New York City. The Twin Towers, giant 110 story buildings, stood side by side looking over the city and the harbors.

Several hundred miles away in Massachusetts and Washington D.C., men were boarding four different airplanes in order to hijack them and crash into the Twin Towers, the Pentagon, and one other Washington D.C. destination. Just before 8:00 in the morning, two planes took off from Logan International Airport in Boston on their way to Los Angeles. Shortly after take-off, the first plane, American Airline Flight 11 turned south and at 8:45 smashed into the North Tower of the World Trade Center. The second scheduled flight from Boston, United Airlines Flight 175, headed toward New Jersey where it made a U-Turn, and at 9:05, just 20 minutes after the first plane hit the North Tower, it smashed into the South Tower.

A lot was happening on the morning of September 11. From Dulles International Airport a flight left at 8:10 flying west across northern Virginia and West Virginia before making a U-Turn and heading back to Washington D.C. where it crashed into the west side of the Pentagon at 9:40 a.m. At the same time a flight left Newark International Airport headed toward San Francisco, and when it got to Ohio, it made a U-Turn and headed back toward Washington D.C. as well. The passengers had used cell phones to call family when the plane was first hijacked and knew about the bombing of the Twin Towers. They decided to stop the hijackers and caused the plane to crash in Shanksville, Pennsylvania at 10:10 a.m. instead of allowing it to return to Washington D.C.

The tragic events of 9-11 continued to unfold. There seemed to be one emergency after another. Rescue workers, firefighters, paramedics, and policemen and everyday citizens

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begin to help people from the World Trade Center Twin Towers. People were walking down many stairs to get to the street and safety. They could not use the elevators because of the fires in the buildings. Rescue workers entered the Towers to help these survivors. Brave men and women risked their own lives to help others. At 9:59 a.m. the South Tower began to collapse and one floor fell down on the floor below, and in seconds the Tower was gone. At 10:28 the North Tower did exactly the same thing and came crashing down. In less than 2 hours, nearly 3,000 Americans had lost their lives because of the attacks on September 11.

### The Aftermath

After the Towers collapsed and the west section of the Pentagon destroyed, many everyday heroes continued to show up and help day after day. Rescue and iron workers began going through the ruins of the buildings and sifting through the debris, looking for survivors and people who had died in the attack. As the emergency workers assembled in each of the locations, the rest of America began to come together to offer support for the victims and families. George Bush was President of the United States and he knew that the tragic events of September 11 would not define Americans. He said, "These acts shatter steel, but they cannot dent the steel of American resolve." President Bush had faith that Americans would pull together to protect and rebuild the destroyed places.

Immediately workers began to clean up the rubble left where the World Trade Center Twin Towers had been. This became known as Ground Zero. The clean-up took a long time at the World Trade Center. In nine months workers had removed 1.8 million tons of steel and concrete from the site. What was left was a huge hole known as the "pit". At the Pentagon workers also began removing the debris from the west side of the building. In Pennsylvania, the people were quickly able to remove the wreckage. In Pennsylvania the people created a temporary memorial and made plans to build a permanent memorial.

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There were many heroes on September 11 and in the clean-up that followed. Firefighters raced into the burning buildings without thinking about themselves. 341 of them lost their lives helping others. Iron workers came from across the United States to clear away the debris and rubble. Doctors and nurses made themselves available to the injured. And ordinary citizens, like you and me went to work to remove rubble. Dogs were heroes too. One dog, Roselle, led her blind master down 78 flights of stairs. You might wonder why he didn't take the elevator. Once the Towers were hit by the airplanes, the electricity went out and elevators require electricity to operate. Children and adults from all over the world began sending cards and letters to the families and to the rescue workers to thank them and wish them well.

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<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Aftermath
<b>Focus:</b>	Vocabulary, Predicting

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.	
<b>Gain prior knowledge by asking students the following questions</b>	
After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001? What do you know about heroes? Who is your hero or role model (someone you want to be like)? From the information you received yesterday, who would you say acted like a "hero"? (the passengers on Flight 93 that crashed in Pennsylvania).	
Content (the "Meat")	
<b>Today's Lesson</b>	<b>*Activity → Teachable Moment(s) throughout</b>  It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.
Today we are going to learn more factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.	
<b>Vocabulary</b>	
<b>Word for Today: hero</b> <b>Description:</b> A hero is an ordinary person who acts in a selfless way in an extraordinary situation. Superheroes are cartoon characters who overcome obstacles by having special powers. But real heroes do not have any special powers just a special commitment to do what is right. <b>Brainstorm</b> with students something they have heard about that was heroic. Maybe it is the fireman who rescued the people from the burning building, or the mother who gave her daughter a kidney in a transplant, or the child who called 911 when his grandmother had fallen. <b>Ask</b> them to name some situations that might lend itself to being a hero or acting in an heroic manner. Make a list. Ask them about taking up for a person who is being teased or bullied in some way. Ask if it takes heroism to stand up to a "popular" student. Review yesterday's word. Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful	
<b>Vocabulary Notebook Sample:</b>	

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<p><b>New Word</b></p> <p style="text-align: center;">hero</p>	<p><b>My Description</b></p> <p>Person who responds to a disaster without thinking about themselves but thinking about how they could help</p>	
<p><b>Personal Connection</b></p> <p>Thomas Jefferson is a hero of American Independence.</p>	<p><b>Drawing</b></p> 	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p style="text-align: center;"><b>Predicting</b></p> <p>It is hard to know if you will behave in an heroic way before something disastrous happens. For the people who were faced with the events of September 11, many who would not consider themselves heroic, certainly behaved in an heroic manner. We know that the passengers of Flight 93 acted in an heroic way and crashed with the plane in Pennsylvania. Predict what other types of heroism you think people exhibited on 9-11. Who were the people? Did they have some special power? In your opinion what made these people behave in the way that they did? Make a list of qualities that you think these heroes would have.</p>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Today we are going to listen to the story of what happened after the Twin Towers collapsed, the Pentagon was smashed, and the plane crashed in Pennsylvania. Read the section of the <b><u>Story of 9-11, The Aftermath</u></b>, on pages 2 and 3.</p> <p>Look at the quote from President Bush, "These acts shatter steel, but they cannot dent the steel of American resolve." Examine the quote word by word or phrase by phrase.</p> <p>"These acts" What acts did he refer to?</p> <p>"shatter steel" What does shatter mean? What do you usually think of as "shattering"?</p> <p>How does steel compare to glass?</p> <p>"but they" Who is they? Why did they want to "shatter" the United States</p> <p>"cannot dent the steel of American Resolve" What is a dent? What is resolve? How could you dent resolve? How is American resolve different than other country's?</p> <p>As a group, rewrite the George Bush quote in the words that you have come up with to describe each of the phrases.</p> <p>In pairs have students write several sentences about the events of 9-11, what happened and how people acted in an heroic manner.</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>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher</p>



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### Closing

#### Review

Say:

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

#### Debrief

### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## The Story of 9-11 Never Forget!

### Tragedy Strikes

September 11, 2001 was like any other week day. Thousands of people were heading to work or had just arrived at the World Trade Center in New York City. The Twin Towers, giant 110 story buildings, stood side by side looking over the city and the harbors.

Several hundred miles away in Massachusetts and Washington D.C., men were boarding four different airplanes in order to hijack them and crash into the Twin Towers, the Pentagon, and one other Washington D.C. destination. Just before 8:00 in the morning, two planes took off from Logan International Airport in Boston on their way to Los Angeles. Shortly after take-off, the first plane, American Airline Flight 11 turned south and at 8:45 smashed into the North Tower of the World Trade Center. The second scheduled flight from Boston, United Airlines Flight 175, headed toward New Jersey where it made a U-Turn, and at 9:05, just 20 minutes after the first plane hit the North Tower, it smashed into the South Tower.

A lot was happening on the morning of September 11. From Dulles International Airport a flight left at 8:10 flying west across northern Virginia and West Virginia before making a U-Turn and heading back to Washington D.C. where it crashed into the west side of the Pentagon at 9:40 a.m. At the same time a flight left Newark International Airport headed toward San Francisco, and when it got to Ohio, it made a U-Turn and headed back toward Washington D.C. as well. The passengers had used cell phones to call family when the plane was first hijacked and knew about the bombing of the Twin Towers. They decided to stop the hijackers and caused the plane to crash in Shanksville, Pennsylvania at 10:10 a.m. instead of allowing it to return to Washington D.C.

The tragic events of 9-11 continued to unfold. There seemed to be one emergency after another. Rescue workers, firefighters, paramedics, and policemen and everyday citizens

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begin to help people from the World Trade Center Twin Towers. People were walking down many stairs to get to the street and safety. They could not use the elevators because of the fires in the buildings. Rescue workers entered the Towers to help these survivors. Brave men and women risked their own lives to help others. At 9:59 a.m. the South Tower began to collapse and one floor fell down on the floor below, and in seconds the Tower was gone. At 10:28 the North Tower did exactly the same thing and came crashing down. In less than 2 hours, nearly 3,000 Americans had lost their lives because of the attacks on September 11.

### The Aftermath

After the Towers collapsed and the west section of the Pentagon destroyed, many everyday heroes continued to show up and help day after day. Rescue and iron workers began going through the ruins of the buildings and sifting through the debris, looking for survivors and people who had died in the attack. As the emergency workers assembled in each of the locations, the rest of America began to come together to offer support for the victims and families. George Bush was President of the United States and he knew that the tragic events of September 11 would not define Americans. He said, "These acts shatter steel, but they cannot dent the steel of American resolve." President Bush had faith that Americans would pull together to protect and rebuild the destroyed places.

Immediately workers began to clean up the rubble left where the World Trade Center Twin Towers had been. This became known as Ground Zero. The clean-up took a long time at the World Trade Center. In nine months workers had removed 1.8 million tons of steel and concrete from the site. What was left was a huge hole known as the "pit". At the Pentagon workers also began removing the debris from the west side of the building. In Pennsylvania, the people were quickly able to remove the wreckage. In Pennsylvania the people created a temporary memorial and made plans to build a permanent memorial.

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There were many heroes on September 11 and in the clean-up that followed. Firefighters raced into the burning buildings without thinking about themselves. 341 of them lost their lives helping others. Iron workers came from across the United States to clear away the debris and rubble. Doctors and nurses made themselves available to the injured. And ordinary citizens, like you and me went to work to remove rubble. Dogs were heroes too. One dog, Roselle, led her blind master down 78 flights of stairs. You might wonder why he didn't take the elevator. Once the Towers were hit by the airplanes, the electricity went out and elevators require electricity to operate. Children and adults from all over the world began sending cards and letters to the families and to the rescue workers to thank them and wish them well.

### Planning To Remember

Almost immediately the people of the United States began to think about and discuss what sort of memorials should be created at each of the three sites. Today at the Pentagon visitors can walk among the 184 benches that represent the victims of the Pentagon attack on 9-11. It opened 7 years after the attack in 2001. In Pennsylvania, a marble wall with 40 pieces, one for each passenger on Flight 93 will be written. It will be surrounded by a garden of wildflowers. In New York, on September 11, 2011, on the 10<sup>th</sup> anniversary of the attacks, the people who attend the remembrance ceremony will see the plans for reflecting pools (one where each of the Twin Towers stood), bronze panels with the names of the victims, large artificial waterfalls flowing into the pools and the Freedom Tower which when finished in 2013 will be 1,776 feet tall. This height honors the birth of the United States in 1776. In New York there will also be a museum that will educate the millions of visitors that are expected each year so we can prevent such a tragedy from occurring in the future.

Today, there are two things that we can do to honor those people who died in the tragedy of September 11. First we can remember them and their families. We can remember the

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events of that day. We can remember that people's hatred of America and Americans gave them permission to act in such destructive ways and make decisions about how to change that. We can remember that Americans rallied together to find solutions to a common problem, and that people across the country felt a "one for all and all for one" connection. As a class, you might want to create a Peace Mural or Diversity Quilt. You might want to plan a ceremony to remember the victims and families of 9-11. You might want to write a group report on all that you have learned about September 11, 2001. You might want to write a poem, create a Reader's Theater script, or celebrate America in singing.

The second thing we can do is to find a way to be of service in our community. There are many ways that we can help in our community. We can find a flower bed at the school that would look better with flowers. We might write room numbers on P.E. equipment, clean-up the playground, redistribute items in the Lost and Found, develop of list of things that people can do when they are angry instead of hitting or hurting another person, or even join with a community agency in supporting a project such as a community health fair. We can visit a retirement home, make cards for people in hospitals, or send letters to service men and women. By serving others we will honor the efforts made by those who came to New York, Washington D.C., and Pennsylvania in the aftermath of 9-11.

Picture in your mind the eleven year old girl adjusting a ribbon on a vase at a memorial just outside of Shanksville, Pennsylvania. See her carefully touch the ribbon so the bow stays nice and tight. Understand that this girl was only one year old when her father, Donald Greene, was one of the 40 passengers who gave his life to protect another American from being hurt or killed. Imagine what you would want to say to Jody Greene if she were your best friend. Imagine what you would want to hear if you were Jody Greene.

For additional resources on 9-11, you can go to:

[www.readinga-z.com](http://www.readinga-z.com) for leveled books on the topic

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Local library

Also, surf the web for photos and maps to share with your students

9-11 Fact Cards

<p>The Twin Towers of the World Trade Center were in New York City close to the Atlantic Ocean.</p>	<p>The Twin Towers were 110 stories tall. Thousands of people worked in the two Towers each day.</p>
<p>On February 26, 1993 the Towers were attacked when someone drove a car full of explosives into the underground parking lot.</p>	<p>On September 11, 2001, two planes smashed into first the North Tower and 17 minutes later into the South Tower.</p>
<p>The airplanes were hijacked in Boston. One from American Air, Flight 11, and the second from United, Flight 175.</p>	<p>Both of the flights that were hijacked and smashed into the Twin Towers were supposed to be going to Los Angeles.</p>

<p>In the North Tower, the airplane hit the building between floors 93 and 99.</p>	<p>In the South Tower, the airplane hit the building between floors 77 and 85.</p>
<p>99% of the people who were in the building <b>BELOW</b> the crash survived by walking down the stairs.</p>	<p>The first airplane smashed into the North Tower at 8:45 a.m.</p>
<p>The second airplane smashed into the South Tower at 9:05 a.m.</p>	<p>A third plane left Dulles International Airport and smashed into the Pentagon in Washington D.C. at 9:40 a.m.</p>



<p>A fourth airplane left Newark New Jersey and smashed into Shanksville, Pennsylvania at 10:10, because the brave passengers did not let the plane reach Washington D.C.</p>	<p>As soon as the people in the Towers realized what had happened, they began to walk down the stairs to find safety.</p>
<p>56 minutes after the second plane smashed into the South Tower, it began to collapse and came crashing down.</p>	<p>29 minutes later the North Tower collapsed as well.</p>
<p>When the Towers collapsed, firefighters, police officers, and citizens of more than 75 countries were killed. In total, 2,753 people died in New York.</p>	<p>There are many stories of heroism. Heroes, including firefighters and policemen, also included ordinary people like Rick Rescorla, who lost his life saving others.</p>

<p>There have been many memorials built to honor those who lost their lives on 9-11 in New York, Washington D.C., Pennsylvania and other places.</p>	<p>In Bayonne, New Jersey there is a large structure that has a crack down the middle with a teardrop hanging down in the center. It looks like the Trade Center being torn apart.</p>
<p>The structure in New Jersey is called the Tear of Grief and is 100 feet tall and the teardrop is 40 feet in length.</p>	<p>The memorial in Arlington, Virginia for the Pentagon has 184 benches, one for each person who died as a result of the crash.</p>
<p>In Pennsylvania they remember the sacrifices made on 9-11 with the <u>Bells of Remembrance</u> which ring forty times while the names of the victims are read aloud.</p>	<p>On September 11, 2011, the two huge pools where the Twin towers stood will be unveiled, along with the 2,983 names of the victims.</p>

<p>The Freedom Tower, which will stand 1,776 feet high, will be completed in 2013 in New York City.</p>	<p>Each 9-11 New York turns on lights that shine into the sky where to World Trade Center towers once stood.</p>
<p>People gather at the Pentagon and in Pennsylvania to read the names of the heroes who lost their lives.</p>	<p>It is important that we remember the events of 9-11. We should honor the fallen heroes and let them be an example for our own service to others.</p>

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grae
<b>Lesson Title:</b>	September 11 Review
<b>Focus:</b>	Review—On Being American

**Materials:**

Information about 9-11  
 Fact Cards  
 Vocabulary Cards

### Opening

#### State the objective

The objective of these two days is to finalize the 9-11 project. In this lesson plan you will find a list of 3 different activities that you can do with students.

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

Students have learned a great deal about the events of September 11 and the aftermath of those events. Ask students the following:

Is there anything about 9-11 that you would like to know that we did not talk about? (record any response that they make)  
 Let them know that you will give them a list of web sites that have been developed for youth that they can look at to discover information that they do not already have.

Ask them to think of 1 or 2 words to describe the events of 9-11 and to share those with first a peer and then the whole group.

### Content (the “Meat”)

#### Activity

Here are three activities for you to choose from:

#### **Pledge of Allegiance (Grades 2-5)**

- Write the Pledge on the board or chart paper. Pay special attention to “liberty and justice for all”. What does this mean? What is liberty? Why do we recite this Pledge each day? Ask pairs of students to illustrate this Pledge.

#### **Letter to The Future (Grades 2-5)**

- Students write letters to the future about what they hope will happen to create a more peaceful world. For younger students, provide the following prompt:
  - Dear Future,
  - When I am an adult I hope that....
  - I hope that we will be more peaceful by...

#### **Quote Book (Grade 2-5)**

- Considering the vocabulary that we learned around the events of 9-11, have students write a quote on each of the words and create a “Quote Book” to commemorate your activity.

Closing	
	Review
Say:	<ul style="list-style-type: none"><li>• Please recap what we did today.</li><li>• Did we achieve our objectives?</li></ul>
Debrief	
<b>Three Whats</b>	
Ask the following three what questions:	
	What was your key learning for the day?
	What opportunities might you have to apply this key learning in the "real world"?
	What advice would you give to a "new" student getting ready to do this activity?

<b>Reflection (Confirm, Tweak, Aha!)</b> <ul style="list-style-type: none"><li>• Ask students to think about what they did today with the information about 9-11.</li><li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li><li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li></ul>
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**Additional Resources**

**Websites**

**Facts About 9-11 For Kids (EHow)**

This site provides the basic facts regarding 9-11 and is written for kids

[http://www.ehow.com/info\\_7973396\\_september-11-2001-kids.html](http://www.ehow.com/info_7973396_september-11-2001-kids.html)

**A Letter From Laura Bush To Elementary School Children on September 12**

[http://www.classbrain.com/artfree/publish/article\\_235.shtml](http://www.classbrain.com/artfree/publish/article_235.shtml)

**Information and Activities for High School Students 9-11**

[http://essays.ssrc.org/sept11/essays/teaching\\_resource/tr\\_intro.htm](http://essays.ssrc.org/sept11/essays/teaching_resource/tr_intro.htm)


**PBS**

This site provides facts and information, as well as lesson plans for youth at every grade level

[www.pbs.org/americaresponds](http://www.pbs.org/americaresponds)



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<b>Vocabulary Notebook Sample:</b>		
<p><b>New Word</b></p> <p style="text-align: center;">rescue</p>	<p><b>My Description</b></p> <p style="text-align: center;">To take someone or something from a dangerous situation and putting them safe</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">The person was able to rescue the family from the burning building.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>	
<b>Activity</b>		
<p>Review the entire story one more time. After today the activities will involve having an understanding of the entire story. Have students share their thoughts with one another. Ask them to think about the key learnings for them.</p> <p>This is day three of working on one of the options below.</p> <p><b>Option #1:</b> Create a mural of the events of 9-11. This mural could have three sections: the event itself (planes crashing into the Towers, the Pentagon, and the field in Pennsylvania; section 2 the clean-up efforts in each of the locations; section 3 the remembrance ceremonies that have been held for the past 10 years).</p> <p><b>Option #2:</b> Create a quilt that depicts the events of 9-11. Each student creates two 8" squares that depict the events of 9-11 and the aftermath. When all of the squares are complete, place them on a backing of butcher paper leaving 1" strip in between the squares"</p> <p><b>Option #3:</b> Create a timeline, beginning with the take-off of the first plane through the remembrance services of September 11, 2011.</p> <p>Select one of these options. If students complete an option more quickly than the 3 days allocated, then you can select a second option.</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>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

### Closing

#### Review

Say:

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

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### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- 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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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Pledge of Allegiance September 11
<b>Focus:</b>	Review—On Being American

**Materials:**

Information about 9-11  
 Fact Cards  
 Vocabulary Cards

### Opening

#### State the objective

The objective of these two days is to finalize the 9-11 project. In this lesson plan you will find a list of 3 different activities that you can do with students.

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

Students have learned a great deal about the events of September 11 and the aftermath of those events. Ask students the following:

Is there anything about 9-11 that you would like to know that we did not talk about? (record any response that they make)  
 Let them know that you will give them a list of web sites that have been developed for youth that they can look at to discover information that they do not already have.

Ask them to think of 1 or 2 words to describe the events of 9-11 and to share those with first a peer and then the whole group.

### Content (the “Meat”)

#### Activity

Here are three activities for you to choose from:

#### **Pledge of Allegiance (Grades 2-5)**

- Write the Pledge on the board or chart paper. Pay special attention to “liberty and justice for all”. What does this mean? What is liberty? Why do we recite this Pledge each day? Ask pairs of students to illustrate this Pledge.

#### **Letter to The Future (Grades 2-5)**

- Students write letters to the future about what they hope will happen to create a more peaceful world. For younger students, provide the following prompt:
  - Dear Future,
  - When I am an adult I hope that....
  - I hope that we will be more peaceful by...

#### **Quote Book (Grade 2-5)**

- Considering the vocabulary that we learned around the events of 9-11, have students write a quote on each of the words and create a “Quote Book” to commemorate your activity.

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### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
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### Additional Resources

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##### A Letter From Laura Bush To Elementary School Children on September 12

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##### Information and Activities for High School Students 9-11

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#### PBS

This site provides facts and information, as well as lesson plans for youth at every grade level

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Quilt
<b>Focus:</b>	Vocabulary, Understanding an Historical Event

**Materials:**

Information about 9-11—Use from previous lessons  
 Fact Cards—Use from previous lessons  
 Vocabulary Cards—Create with word “firefighter” vocabulary card

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

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

After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?  
 What do you know about firefighters?  
 What are some things that firefighters do during disasters?  
 If you could interview a firefighter, what would you most like to ask him or her?

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to revisit the factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.

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

#### Vocabulary

**Word for Today:** firefighter

**Description:** A firefighter is another name for a fireman. These brave men and women try to protect people from the dangers of fire. Firefighters are people who are often the first responders in a disaster. Firefighters wear helmets and heavy clothing to protect them from the flames of a fire.

**Brainstorm** with students times when a firefighter would be the person who should be first on the scene. (house fire, building/business fired, forest fire, rescue efforts especially when a tall ladder is necessary, conducting checks on fire hydrants)

**Ask** students to share their thoughts with another student.


Review yesterday’s word.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

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### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">firefighter</p>	<p><b>My Description</b></p> <p style="text-align: center;">Person who is professional and trained to put fires out in either populated or forested areas</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">My uncle is a firefighter for the local Fire Department.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

### Activity

Today we are going to listen to the story of what happened on September 11. Reread the entire story from beginning to end. Stop and ask questions are invite students to comment. Give them opportunities to put their heads together and share the thoughts that are going through their minds.

This is day two of working on one of the options below.

**Option #1:** Create a mural of the events of 9-11. This mural could have three sections: the event itself (planes crashing into the Towers, the Pentagon, and the field in Pennsylvania; section 2 the clean-up efforts in each of the locations; section 3 the remembrance ceremonies that have been held for the past 10 years).

**Option #2:** Create a quilt that depicts the events of 9-11. Each student creates two 8" squares that depict the events of 9-11 and the aftermath. When all of the squares are complete, place them on a backing of butcher paper leaving 1" strip in between the squares"

**Option #3:** Create a timeline, beginning with the take-off of the first plane through the remembrance services of September 11, 2011.

Select one of these options. If students complete an option more quickly than the 3 days allocated, then you can select a second option.

Take advantage of any teachable moments.

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

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

### Closing

#### Review

Say:

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

## Consult 4 Kids Lesson Plans

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Community Brainstorm
<b>Focus:</b>	Vocabulary, Project-Based Learning

**Materials:**

Information about 9-11—use information from previous days

Fact Cards—use cards from previous days

Vocabulary Cards—create card for the word “ruins”

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

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

You have completed a project of remembrance. Share your thoughts about 9-11 at this point. What do you know now that you didn't know before? What ideas do you have about the importance of remembering this event? In your opinion, how is it that such an event can hold us all together?

What does the word “ruin” mean? (Students will probably tell you that it means to destroy something—this is the verb, to ruin.) The word ruin can also be a noun. As a noun it means the debris or rubble that is left from something that has been destroyed. Be sure that students understand both meanings. In the story of 9-11, ruin is a noun.

### Content (the “Meat”)

#### Today's Lesson

Today we are going to consider what we could do to provide a service to our community much in the same way as firefighters, doctors, iron workers, and ordinary people provided service on 9-11. You have had the beginnings of this conversation earlier this week.

#### Vocabulary

**Word for Today: ruins**

**Description:** A ruin is the debris or rubble that remains when a building has been destroyed. There are ruins that you can visit because they are historically important—the Coliseum in Rome, the Parthenon in Greece, the site of the Twin Towers. While ruins can be visited you need to be careful because the location can be dangerous.

**Ask** students if they have seen buildings in the community that are ruins—buildings with broken windows, often covered with graffiti, and completely deserted by people. Ask students the difference between a ruin and an unoccupied building.

Review yesterday's word.


Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

**Vocabulary Notebook Sample:**

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

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

## Consult 4 Kids Lesson Plans

<p><b>New Word</b></p> <p style="text-align: center;">ruin</p>	<p><b>My Description</b></p> <p style="text-align: center;">A building that is left over after a disastrous event</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">They went to Rome and saw the ruins of the ancient city.</p>	<p><b>Drawing</b></p> 	
<p style="text-align: center;"><b>Activity</b></p> <p>Today is the first day of the next 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to work to determine which community you want to work with and then what need they have that you might fill. For students in 2<sup>nd</sup> and 3<sup>rd</sup> grade it may be more important that you do something on the school campus or at least close to the school.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the lost and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address.</li> <li>3. Brainstorm the possible ways that you could help.</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on).</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> </ol>		<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>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Have students reflect on the service. Have them answer questions about the task but also what benefits the activity had for the people receiving the service as well as thinking about how the service has affected them.</li> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</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>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	September 11 Service Preparation
<b>Focus:</b>	Vocabulary, Project-Based Learning

**Materials:**

- Information about 9-11—use material already copied
- Fact Cards—use materials already copied
- Vocabulary Cards—create a vocabulary card for the word “brave”

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

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

Talk with another student about the service project you have selected. Talk about how you both think the beneficiary of the service will feel.

What does it mean to be brave?

What have you done that was brave and took a great deal of courage?

If you are brave can you still feel afraid?

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to plan and prepare for the service project tomorrow. Take time to plan well. Remember the expression, “Go slow to go fast”. Apply the skill of metacognition and think about how you are thinking or feeling about the planning and the activity that you will be doing tomorrow.

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

#### Vocabulary

**Word for Today: brave**

**Description:** Brave is a word used to describe a behavior that is courageous. Brave people may be afraid but they do not let the fear define their behavior. Instead they act bold and valiant and think of others more than themselves. Brave people often inspire other people to be brave as well.


**Ask** students to think about a time when they behaved in a brave way. Ask them how it felt to be brave. Ask them to share with one another the thoughts that they have.

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

**Vocabulary Notebook Sample:**

## Consult 4 Kids Lesson Plans

<p><b>New Word</b></p> <p style="text-align: center;">brave</p>	<p><b>My Description</b></p> <p style="text-align: center;">Acting with courage, doing what you think is right even if you are afraid</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">The firefighter was very brave to enter the burning building.</p>	<p><b>Drawing</b></p> 	
<p style="text-align: center;"><b>Activity</b></p> <p>Today is the second day of a 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to plan and organize that activity that you selected.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the lost and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address</li> <li>3. Brainstorm the possible ways that you could help</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on)</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> <li>2. Have students reflect on the service. Have them answer questions about the task but also what benefits the activity had for the people receiving the service as well as thinking about how the service has affected them.</li> </ol>		<p>You are working on the Day 2 part of the process.</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>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

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| <ol style="list-style-type: none"> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</li> </ol> |  |
|--|--|


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>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>



<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<p><b>New Word</b></p> <p style="text-align: center;">danger</p>	<p><b>My Description</b></p> <p style="text-align: center;">Something that creates an unsafe environment or place to be, physically or emotionally</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">He saw the danger sign and went ahead anyway.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>	
<p><b>Activity</b></p>		
<p>Today is the third day of the 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to implement the activity that you selected. You will also take time to reflect on the project when it is complete.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the lost and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address</li> <li>3. Brainstorm the possible ways that you could help</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on)</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> </ol>		<p>During the lesson check in with students repeatedly. 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>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Have students reflect on the service. Have them answer questions about the task but also what benefits the activity had for the people receiving the service as well as thinking about how the service has affected them.</li> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</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>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Friend or Foe Chart
<b>Focus:</b>	Fluency, Vocabulary

<b>Materials:</b>	
Information about Water—Friend or Foe	Fact Cards
Vocabulary Notebook	Chart Paper

### Opening

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

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

What is the difference between the words friend and foe? (on your side, supporter, likes you and enemy, dangerous, harmful)

How is it possible that something like water can be both friend and foe?

Give examples of a friendly use of water.

Give examples of water as a foe.

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to consider how water is both friend and foe. We are going to learn some additional information about water and then we are going to look at some facts about water and decide whether the fact represents water as a friend or water as a foe. Small groups will create a chart labeled Friend – Foe and list the facts in the appropriate column and illustrate at least two of those facts.

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

#### Fluency

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

#### Repeated Reading Process

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

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

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

**Word for Today:** erosion

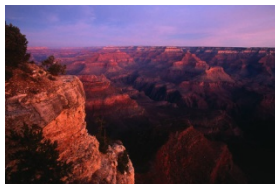
**Description:** Erosion is a word that refers to a process in which things are slowly, over time, and often with the power of water, destroyed or removed. For instance, if you were to create a channel or ditch in the ground and begin to run water down it, before long the ditch or channel would be wider as the flowing water soaked up some of the dirt on the edges. Another way to say erosion is "wearing away". If you have ever been standing on the beach in the sand, when the wave hits your feet, some of the sand is eroded or moved away from your feet.

**Ask** students if they have ever seen water working to erode something, usually dirt, away. Ask them why flowing water can be so powerful.

Review yesterday's word--ignite

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">erosion</p>	<p><b>My Description</b></p> <p style="text-align: center;">Process of water and wind wearing away at the Earth</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">The Grand Canyon was made by erosion of water and wind.</p>	<p><b>Drawing</b></p> 

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from 1/2 of a composition book.

### Activity

#### Water—Friend or Foe Chart

Students will have an opportunity to work in pairs to determine whether certain facts/information about water would be classified as water as friendly or water as not friendly (foe) to people. They will use the information that they review today, the water facts cards, and the information they received in lessons #1 and #3.

**Directions:**

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.



## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>1. Review the material with students as a large group.</li> <li>2. Have them read and discuss the material for today and days #1 and #3.</li> <li>3. Divide students into pairs, giving each a piece of chart or poster paper.</li> <li>4. Give each group a copy of the written material, or post the information on a chart for all to see.</li> <li>5. Have students write the fact on one side of the chart or the other, depending on whether they think the fact is friend or foe.</li> <li>6. Pairs should illustrate at least 2 of the facts.</li> <li>7. Pairs should share their chart with at least one other group.</li> </ol>	<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>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</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>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the "real world"?</li> <li>What advice would you give to a "new" student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about water, friend or foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

### Water—Friend and Foe

"We use water every day—for drinking, for watering our lawns and gardens, for recreation, and for many uses that we don't necessarily see but which are critical to our lives. Large quantities of water are used to generate power and to cool electricity-generating equipment. Water is used for irrigation, aquaculture, and for many industrial processes and commercial uses. Our nation's underground and surface waters are vitally important to our everyday life."<sup>1</sup>

Some of the most powerful forces of destruction also involve water. Tsunamis, huge ocean waves that are caused by earthquakes or other movement under the sea, are some of the most destructive. There are several types of earthquakes and generally only one type of earthquake will cause a tsunami. Think about a slinky. When you stretch a slinky out and let it go, all of the movement is "flat". This is one type of earthquake that can occur and you would not expect a tsunami. If you were to take that same slinky and keeping it flat on a table make it move back and forth, this would represent a second type of earthquake where this is shaking and the feeling of moving back and forth. With this type of earthquake you would not expect a tsunami either. Now, if you take that same slinky, hold one end to the table and then flick the free end up and down you would demonstrate the third type of earthquake. This is what happens when the Earth's crust is pushed up suddenly and the water rises as well. This rise in water creates the tsunami. The wave begins to grow taller and as it does, the water is pulled back from the coast to backfill the gap in the water as the wave grows higher. When the wave reaches land it can be hundreds of feet high and will crash down on the coast and the towns and cities that are on the coast. Tsunamis are most likely to occur in what is called the Ring of Fire which follows the rim of the Pacific Ocean from the tip of South America around to Australia.

Water is also powerful as it moves from place to place. This movement can be used to create hydro-electric power which is very helpful; but it can also cause flooding and a great deal of damage. Moving water is what created the Grand Canyon in a process called erosion. Moving water is a home to many fish and other life, and it also serves as a transportation highway for many products. Polluted water is harmful to humans, plants and animals.

Water can be both friend and foe. However, without water, life on Earth would end.

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<sup>1</sup> Credit: USDA, Natural Resources Conservation Service

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Wind and Air Twister in a Bottle
<b>Focus:</b>	Fluency, Vocabulary

**Materials:**

Information about Four Elements (attached to this lesson plan)

Fact Cards (attached to the lesson plan)

Vocabulary Notebook

**IMPORTANT:** At least one hour before the activity, prepare the bottles for the Twister Activity

### Opening

#### State the objective

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

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

After the lesson we had yesterday, what do you know about water that you didn't know before?

Can you name the seven continents?

What are some of the ways that water is helpful? Is not helpful?

If you could interview a person who works for the water department, what would you ask them?

### Content (the "Meat")

#### Today's Lesson

Today we are going to review factual information about one of the four elements—wind/air. At the end of the time we are going to create a whirlpool in a bottle. This is much like a twister or tornado or a hurricane looks. A tornado is strong winds that occur over land and act like a funnel sucking up dirt and debris. A hurricane is made up of strong winds and rain and usually develops over warm water that is sucked up into the eye of the hurricane.

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

#### 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

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

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the lesson plan.

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

**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**

**Word for Today: global**

**Description:** Global is a word that refers to worldwide or all over the world. When the Earth is represented on a ball-shaped map, that map is called a globe. A globe is a sphere. Global is an adjective that means overall and relating to a whole system.


**Brainstorm** with students things that they believe are global (communication—cell phones, weather, things that people buy that are created in other countries, etc.)

**Ask** students to share their thoughts with another student. about what it means to be global or if they were to grow up and work with a company that was global what that would mean for them.

Review yesterday's word--evaporate

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">global</p>	<p><b>My Description</b></p> <p style="text-align: center;">Something that is world-wide, covering all parts of the world</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">The internet is global—no matter where you live you have access to it.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

**Activity**

**Twister In A Bottle**

**Purpose:** To create a vortex (a circular pattern of flow around a center of low pressure, for students to see so they can better understand a tornado and/or hurricane. When water drains in a sink it creates a vortex.

**Materials:**

- 2 clear plastic liter soda bottles for each group
- Water

practice (even if they move on with the story).

It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation) Vocabulary Notebooks can be made from 1/2 of a composition book

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.

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<ul style="list-style-type: none"> <li>1 " diameter metal or plastic flat washer with a ¼ " opening</li> <li>Black electrical tape</li> <li>White glue</li> </ul> <p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>Divide students into pairs or small groups</li> <li>Fill one of the bottles a little over ½ full with water—be sure to dry the mouth of the bottle</li> <li>Place a thin line of glue around the mouth of the bottle and place the washer on top of it, centering it over the opening.</li> <li>Place a thin line of glue over the mouth of the second bottle and place it upside down on the washer</li> <li>Using electrical tape, carefully wrap and seal the connection of the two bottles, wrapping the necks of the bottle to ensure that they are well connected.</li> </ul> <p><b>IMPORTANT:</b> Wait at least one hour before beginning the activity.</p> <ul style="list-style-type: none"> <li>Holding the bottle with water in it in your hand, slowly flip the bottle over. Observe what happens</li> <li>Predict how you can get the water in the top bottle to flow faster into the bottom bottle</li> <li>Record your responses (spinning the bottle will make the water flow faster)</li> <li>Try the suggestions made by the students</li> <li>Try spinning the bottle</li> <li>Ask: Why does spinning make the water flow faster?</li> <li>Ask: How does this compare to what happens in a tornado or a hurricane.</li> </ul>	<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>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the "real world"?</li> <li>What advice would you give to a "new" student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today with the information about wind/air.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>Ask them to comment on what they did today that was like something they had done before except in one</li> </ul>
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particular way which was new to them. (Tweak)

- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

### **Modification:**

You may want to make only two or three of the twister bottles and have children work in larger groups rather than having them work in pairs or groups of 3.

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### Wind/Air

#### Facts about wind/air

- Wind moves moisture and heat around the world.
- Wind moves as it warms up and cools down.
- There is a global wind pattern. This pattern determines how the wind blows.
- We measure the speed of the wind, usually in miles or kilometers per hour.
- Tornadoes are formed as part of thunderstorms and are large, spinning funnel-shaped clouds that touch the ground moving about 30 miles per hour.
- The funnel of a tornado creates an updraft and sucks up almost anything it comes into contact with. It works in much the same way as you drinking from a straw, sucking up the liquid that the straw comes into contact with.
- Most tornadoes occur in what has been called Tornado Alley which includes Texas, Oklahoma, Kansas, Nebraska, Iowa, and Colorado, mainly and is bordered by Minnesota, Wyoming, and South Dakota.
- About 750 tornadoes occur in the United States each year.
- Hurricanes are a combination of severe winds and rain that develop above the warm water in the summer. Instead of sucking up dirt like a tornado, a hurricane sucks up moisture.

# Wind/Air Fact Cards

<p>Wind moves moisture and heat around the world.</p>	<p>Wind moves as it warms up and as it cools down.</p>
<p>There is a global wind pattern which determines how the wind will blow.</p>	<p>We measure the speed of the wind in miles or kilometers per hour.</p>
<p>Tornados are formed as part of a thunderstorm</p>	<p>Tornados are large, spinning, funnel-shaped clouds that touch the ground moving at over 30 miles per hour.</p>
<p>The tornado forms a funnel that causes a huge updraft and suck up almost anything it comes into contact with.</p>	<p>A tornado works much like we do when sucking liquid up in a straw.</p>
<p>Most tornados happen in Tornado Alley which includes Texas, Oklahoma, Kansas, Nebraska, Iowa, and Colorado.</p>	<p>Minnesota, Wyoming, and South Dakota border Tornado Alley.</p>



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<p>About 750 tornados a year occur in the United States.</p>	<p>Hurricanes are a combination of severe winds that develop above the warm water in the Atlantic in the summer.</p>
<p>Katrina was the United States worst hurricane, causing tremendous damage to New Orleans and other Southern cities.</p>	



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

### Fluency Activity of the Day

**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

#### Word for Today: atmosphere


**Description:** Atmosphere is another word for air. This word describes the layer of air that surrounds the Earth. What happens in the atmosphere determines the weather that we have on earth. Atmosphere can hold pollen, dust, water, and many other small particles.

**Ask** students to think about a time when they have made a fan and fanned themselves to stir up the air. Ask them why they would use a fan. Ask them why stirring the air would tend to cool them off, even if the air is warm.

Review yesterday's word: erosion. It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

#### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">atmosphere</p>	<p><b>My Description</b></p> <p style="text-align: center;">The air around us is our atmosphere—it is what sustains life</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">The atmosphere is thick with fog and moisture.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

Complete the Vocabulary notebook for each word.

When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)

Vocabulary Notebooks can be made from ½ of a composition book.

### Activity Wind In Action

**Purpose:** Today students are going to use air/wind to create art. They are going to use a straw instead of a brush to move paint around.

#### Materials:

- Construction paper
- Straws (at least 1 per student)
- Liquid tempera paint in a variety of colors: red, green, blue, orange, yellow, purple

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

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

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<p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each student a piece of construction paper and have them write their name on the back.</li> <li>2. Give a straw to each student.</li> <li>3. Explain to students (you may want to demonstrate this) that they will place small drops of paint on the paper (same color could be dropped on a variety of different places on the paper).</li> <li>4. Once the drop of paint is on the paper, student will take the straw and blow through the straw to move the paint around on the paper.</li> <li>5. Process is repeated until other colors and paint slides have been created.</li> <li>6. Paper should dry before going home with the student.</li> </ol>	<p>ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the “real world”?</p> <p style="padding-left: 40px;">What advice would you give to a “new” student getting ready to do this activity?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about wind-air, friend or foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Wind-Air, Friend or Foe

Air surrounds us. You cannot see air but you can feel it. Take a deep breath—when you do that you are filling your lungs with air. Hold your hand up to your mouth placing the wrist-end of your palm close to your chin. Blow the air out. What do you feel? Does it feel warm? Does the air touch your hand differently the further away your fingers are from your mouth? Air is made up primarily of nitrogen and oxygen. Other than these gases there are other things in the air including other gases, dust, water, and pollen.

Air is also known as atmosphere. The air that surrounds the Earth like a blanket is called atmosphere. This atmosphere keeps us comfortable. It protects us from both too much heat and too much cold. Earth is the only planet in the solar system that has an atmosphere that supports life. Some planets have toxic atmosphere. Even some moons have an atmosphere. The Earth's atmosphere extends away from the planet for about 6,000 miles, however the first 16 miles are the most compressed. To understand compression imagine a stack of paper towels. Imagine putting books on top of that stack of paper towels. Although there is pressure on the top paper towels, the pressure on the bottom towels is even stronger because the pressure of the books adds to the pressure of all of the paper towels as well. This is why the Earth's atmosphere is more compressed in the 16 miles closest to the surface. This pressure has different effects on people and animals.

Weather, warm or cold, windy or calm, stormy or placid, is what happens in the atmosphere at the lower layers, those closest to Earth. Wind is one of those elements of weather. Wind can be both friend and foe. Wind is helpful. Wind energy is a clean source of energy. Around the world, wind powered turbines can be found, harnessing the wind and turning it into electricity. Gentle wind moves seeds from one place to another and also helps to pollinate plants. Wind can cool an area down or blow in more hot air.

As a foe, wind can whip up a fire, helping fires to be out of control. Many times a forest fire is more dangerous because of the winds that help the fire to jump fire breaks. Winds can also be dangerous if they pick up dust and sand and blow it around eliminating visibility. If you are driving in a dust storm it is best that you pull over and park your car. Put some sort of cloth or handkerchief over your mouth and nose so your lungs are not breathing in the dust and dirt. When winds pick up speed and combine with warm ocean waters hurricanes are created. When wind is over land it can create a funnel cloud that we call a tornado.

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Water Cycle Experiment
<b>Focus:</b>	Fluency, Summarizing

**Materials:**

Information about Water  
Vocabulary Notebook

### Opening

#### State the objective

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

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

After the lesson we had yesterday, what do you know about the element of Earth?

What are some key facts about Earth that you remember?

Ask students to name the continents. (Draw a triangle map and see if they can identify them.)

From the information you received yesterday, what did you find the most interesting fact.

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to learn more factual information about the on one of the four elements—water. At the end of the day we will do an experiment that will let us see the water cycle.

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

#### Fluency

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

#### Repeated Reading Process

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

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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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

**Word for Today:** evaporate

**Description:** Evaporate is a word that describes the element of water transforming into a gas. Evaporation occurs when the air "picks up" a molecule of water and absorbs that water into a cloud. Usually evaporation occurs because of heat.

**Brainstorm** with students times that they have seen water evaporate (when a bathing suit dries out, when a wet sidewalk become dry, when a puddle disappears.)

**Ask** them to share how they think evaporation works. Let them know that the experiment you do today will help them understand how evaporation is a key part of the water cycle.

Review yesterday's word—continent.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful


It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from ½ of a composition book.

### Vocabulary Notebook Sample:

<b>New Word</b>  evaporate	<b>My Description</b>  The process of water being dried up by the sun and going into the air
<b>Personal Connection</b>  The water evaporated from the cement on the sunny day.	<b>Drawing</b>  

### Reciprocal Teaching Summarizing

Summarizing is what you do to capture the major points of something you have read. If you retell you are providing many more details. Today you are going to share the information about water with the students. You can share the information in one of two formats—Fact Cards or a sheet of text. (You could also make a chart of the facts about water if you would like). After sharing the information and discussing it, divide the students into pairs and ask each pair to summarize what has been read and discussed.

Ask students to use no more than 25 words in the summary. When they have summarized the material have student share with the class.

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

When possible, engage students in a "teach to learn" opportunity and have the

### Activity

### Water Cycle Experiment

**Materials:**

Clear 2 liter bottle (1 for each group of 4-5 students)

1 cup of warm to hot water (not hot enough to burn a student)

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<p>Ice Tape</p> <p><b>Preparation:</b></p> <p>Cut the top off of the bottle with scissors. Cut about 2/3 of the way from the bottom of the bottle.</p> <p>Screw the lid onto the bottle top tightly</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Pour the cup of warm/hot water into the soda bottle bottom.</li> <li>2. Put the top of the bottle with the lid on it upside down in the bottle with the water in it.</li> <li>3. Take the tape and wrap it around the bottle where the two pieces connect.</li> <li>4. Place the bottle in the direct sun (if there is not enough sun, use a hair dryer to increase the heat) for about 5 minutes. You should see that the inside of the bottle begins to “sweat”</li> <li>5. Place ice in the top of the bottle so it will begin to cool the air inside the bottle</li> </ol> <p>You should start to see “rain” as the “atmosphere” inside the bottle begins to cool.</p> <p>This is an example of the water cycle: water, evaporation, rain. The water on our planet has been recycled million of times in this manner.</p>	<p>student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about the element water.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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### Water

#### Facts about water:

- Approximately 70% of a grown-up's body is made up of water.
- Drinking 8 cups of water each day is recommended.
- In the United States, millions and millions of gallons of water are used each day.
- The average person uses 80-100 gallons of water daily.
- Approximately 85% of the water that is used in the United States comes from a public water source.
- In the United States, 80% of the water is used for irrigation or generating electricity.
- If you drink too much water in a short period of time you can suffer from water intoxication. This usually happens when you are very physically active.
- Water dissolves more substances than any other liquid.
- Fresh water can be found above ground but most of it is under the ground.
- The same water that existed on Earth millions of years ago still exists on this Earth. Our Earth is a closed system and there is no place for the water to go.
- Water is made up of two elements: 2 parts hydrogen and 1 part oxygen. It is written this way:  $H_2O$ . The hydrogen and oxygen bond together.
- Water comes in three states: ice (solid), water (liquid), water vapor or steam (gas).
- The longest river in the world is the Nile River followed by the Amazon River. In the United States the longest river is the Mississippi.
- Pure water has no smell or taste.
- Water has a variety of uses:
  - cooking
  - cleaning
  - electricity
  - fun
  - irrigation
  - drinking
  - extinguish fires
- The water cycle involves water evaporating (which turns into gas) and rises into the sky where it cools and condenses into tiny drops of water or ice that we see as clouds, and then the water falls back to the Earth as rain, snow or hail and the cycle begins all over again.
- Water freezes at 32° F or 0° C.

# Water Fact Cards

<p>About 70% of the earth's surface is covered by water.</p>	<p>Approximately 70% of a grown-up's body is made up of water.</p>
<p>Drinking 8 cups of water each day is recommended.</p>	<p>In the United States, millions and millions of gallons of water are used each day.</p>
<p>The average person uses 80-100 gallons of water daily.</p>	<p>Approximately 85% of the water that is used in the United States comes from a public water source.</p>
<p>In the United States, 80% of the water is used for irrigation or generating electricity.</p>	<p>If you drink too much water in a short period of time you can suffer from water intoxication. This usually happens when you are very physically active.</p>
<p>Water dissolves more substances than any other liquid.</p>	<p>Water is made up of two elements: 2 parts hydrogen and 1 part oxygen. It is written this way: H<sub>2</sub>O</p>

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<p>The same water that existed on Earth millions of years ago still exists on this Earth. Our Earth is a closed system and there is no place for the water to go.</p>	<p>Fresh water can be found above ground but most of it is under the ground.</p>								
<p>The hydrogen and oxygen bond together to form water.</p>	<p>Water is essential to life on Earth.</p>								
<p>Water comes in three states: ice (solid), water (liquid), water vapor or steam (gas).</p>	<p>The largest bodies of salt water are the Pacific Ocean, the Atlantic Ocean, and the Indian Ocean.</p>								
<p>The longest river in the world is the Nile River followed by the Amazon River. In the United States the longest river is the Mississippi.</p>	<p>Pure water has no smell or taste.</p>								
<p>Water has a variety of uses:</p> <table data-bbox="142 1585 730 1774"> <tr> <td>Cooking</td> <td>Extinguish fires</td> </tr> <tr> <td>Cleaning</td> <td>Drinking</td> </tr> <tr> <td>Electricity</td> <td>Irrigation</td> </tr> <tr> <td>Fun</td> <td></td> </tr> </table>	Cooking	Extinguish fires	Cleaning	Drinking	Electricity	Irrigation	Fun		<p>Water freezes at 32° F or 0° C.</p>
Cooking	Extinguish fires								
Cleaning	Drinking								
Electricity	Irrigation								
Fun									

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<p>The water cycle involves water evaporating (which turns into gas) and rises into the sky where it cools and condenses into tiny drops of water or ice that we see as clouds, and then the water falls back to the Earth as rain, snow or hail and the cycle begins all over again.</p>	<p>A tsunami is a very dangerous wave in the ocean, usually caused by an earthquake</p>
<p>Another word for tsunami might be tidal wave.</p>	<p>A hurricane is a combination of extreme wind and water and usually develop over the ocean.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Scary Stories Fire
<b>Focus:</b>	Fluency, Vocabulary

<b>Materials:</b>	
Information about Fire	Fact Cards
Vocabulary Notebooks	Supplies for the activity

Opening
<b>State the objective</b>
For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.
<b>Gain prior knowledge by asking students the following questions</b>
After the lesson we had yesterday, what do you know about wind/air? Have you ever experienced or seen a vortex? What are some things that you might need to do if you were in a tornado? What do you know about fire?

Content (the "Meat")	
<b>Today's Lesson</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (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).</p>
<p>Today we are going to learn some things about fire and how it is both friend and foe. We are going to experience a friendly part of fire—a campfire, and make S'mores and tell scary stories at the end of today.</p>	
<b>Fluency</b>	
<p>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.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition</li> </ol>	

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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

#### Word for Today: ignite

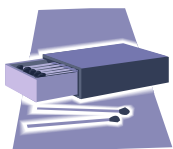
**Description:** Ignite is a word that describes what happens when a fire is started. It is that single moment in which friction happens (like striking a match), a spark strikes (like when lightning hits the ground) or a switch is flipped and creates the necessary action (starting a car or a rocket ship).

**Brainstorm** a time when you saw something ignite (match, barbecue, car, fireworks, stove, etc.) Ask students to think about what they saw at the moment that something ignited. Ask students to share their thoughts with another student.

Review yesterday's word—global.

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful.

#### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">ignite</p>	<p><b>My Description</b></p> <p style="text-align: center;">Striking a match to start a fire</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">They will ignite the barbeque fire in time to grill the hamburgers.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)

Vocabulary Notebooks can be made from ½ of a composition book.

### Activity

#### S'Mores and Scary Stories

One of the wonderful ways to spend time around fire is at a campfire. The fire is safely contained within the boundaries of the fire. Sometimes people will sing during campfires but they also tell Scary Stories and fix S'Mores. Today, that is what the class is going to do.

#### Scary Stories

1. Brainstorm words with students that indicate fear, being very afraid, spooky, and scary.
2. Brainstorm with students events that are scary to them.
3. Ask them if it is more scary to think about something that might really happen or about something like is only a fantasy.
4. Ask them to list everyday events that can take a scary twist.

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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<ol style="list-style-type: none"> <li>5. Discuss why the dark is always scarier than the daylight; why bad things usually happen on a rainy night; why it is scarier when there are only a few people around, etc.</li> <li>6. Have students work in small group or with a partner.</li> <li>7. Have students select a scary story starter from the list they created and complete the tale. Note: If students have their own idea about a scary story, have them run the plot line by you so you know it is appropriate.</li> </ol> <p><b>S'Mores</b>  <b>Supplies:</b> Graham Crackers, Marshmallow Cream, Hershey candy bar or chocolate chips, plastic knife, small paper plate  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each student one whole graham cracker that they will then break in half (a S'More is like a graham cracker sandwich)</li> <li>2. Spread marshmallow cream on one piece of the graham cracker</li> <li>3. Add chocolate chips or piece of a Hershey candy bar</li> <li>4. Put the other half of the graham cracker on as a top or lid</li> <li>5. Eat and enjoy!</li> </ol> <p>Create a campfire by putting a flashlight under some red, yellow and orange tissue paper. Sit around the campfire (all other lights are off or you can do this outdoors) and tell the scary stories and eat the S'Mores          Be prepared to tell a scary story of your own.</p>	<p>determine what the rest of the group is thinking.          When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b>          Ask the following three what questions:              What was your key learning for the day?              What opportunities might you have to apply this key learning in the "real world"?              What advice would you give to a "new" student getting ready to do this activity?</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about fire.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>

### Fire

#### Fire Facts

- All fires need to have something that ignites them. This could be a match, an explosion, or the sun focused on a spot by glass.
- Fires must also have fuel, or something to burn. Some natural items like wood, cloth, and dry plants burn more easily than things like rocks, steel, and dirt.
- Fires must also have oxygen. Without oxygen the fire cannot burn. It takes heat, fuel, and oxygen to keep fire burning.
- Gases are the easiest to burn followed by liquids and then solids.
- During a fire, hot plumes of smoky air rise from the flames.
- The best safety strategy for fire is to prevent one from starting. There are things that we can do regularly to keep fires from starting: store combustible liquids safely, use matches and other igniters safely and only with adult permission, and keep trash and debris picked up and out of the way.
- Fire can provide warmth to us when it is cold. It is fire that allows us to cook our food so we are not eating it raw.
- When you go camping, sitting around a safe campfire can be very memorable. One of the things people do at campfires is to make S'mores and tell scary stories.



# Fire Fact Cards

<p>All fires need to have heat, oxygen, and fuel.</p>	<p>Fires are usually ignited by something like a match, an explosion, or focusing a light beam on a fuel through a piece of glass or some other object.</p>
<p>Although with enough heat most everything can turn to a liquid, even rocks and steel.</p>	<p>Fuel for a fire includes wood, cloth, dry plants.</p>
<p>Fire extinguishers work to put out a fire by taking away the oxygen it need to burn.</p>	<p>Gases are the easiest to burn followed by liquids and then solids.</p>
<p>During a fire, hot plumes of smoky air rise from the flames.</p>	<p>Fire can provide us with warmth when we are cold.</p>
<p>Fire provides us with a way to cook and heat our food.</p>	<p>Fire can be a campfire that will help create positive memories for us.</p>

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<p>The best safety strategy when it comes to fire is to prevent fires before the start.</p>	<p>Removing fuel and being cautious about igniting fires helps keep us all safe.</p>
<p>Forest fires can be "surface" fires which means that the burning is the undergrowth and the leaf litter.</p>	<p>Forest fires can be "crown" fires which means that the tops of trees are burning and that the fire is moving rapidly from tree top to tree top.</p>
<p>To the Greeks, Prometheus stole fire from the gods to give to man.</p>	<p>To the Chinese, Hui Lu started fires all over earth but these fires were put out by dew and mist.</p>
<p>To the Native Americans, a hero came and took fire back to the people.</p>	<p>To the Africans, when the ostrich was tricked away from the fire, people were able to use it.</p>
<p>In the Amazon, fire came to people because a young boy stole a coal from the jaguar.</p>	



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### 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

**Word for Today:** myths


**Description:** Myth is a word that describes a story that has been created and refined over time that tries to explain something that people cannot explain. In ancient times when science was still very young, people would create myths about the sun, the moon, the stars, the wind, the rain, and anything else that could not be explained by observation.

**Ask** student if they know any myths about any of these natural phenomena. If they do, have them share them with the class.

**Review** the word from yesterday: atmosphere

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center; margin-top: 20px;">Myths</p>	<p><b>My Description</b></p> <p>A story that is passed down through generations and explain natural phenomena such as movement of the Earth</p>
<p><b>Personal Connection</b></p> <p>The dragons in Harry Potter are mythological.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.

### Activity Fire Mosaic

Read with students the information about Fire, Friend or Foe that is attached to this lesson plan. Also review the information from Lesson 1 and Lesson 5. Review the fact cards as well.

Pay close attention to the first paragraph of today’s information that shares some information about the mythology surrounding fire. In all of these stories, man was somehow able to get fire from whatever entity was protecting it. This fire was given to provide man with warmth and a way to cook his/her food.

A mosaic is a picture that is made from small pieces of paper, tile, glass or some other object. Today, students will work in pairs to create a mosaic of the fire that is discussed in the various mythologies.

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

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<p><b>Supplies:</b></p> <ul style="list-style-type: none"> <li>• Construction paper: red, yellow, orange, purple, and black for a backing</li> <li>• Glue sticks</li> <li>• Scissors</li> </ul> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Pairs are given red, yellow, orange and purple construction paper and invited to cut the paper into small squares (approximately ¼ " by ¼ " or ½" by ½"). If children do not want to cut the paper or have trouble with this, have them tear the paper into those small pieces.</li> <li>3. Pairs should design the fire that they are going to create out of the small pieces of paper and draw it onto the black backing (they will be able to see the outlines).</li> <li>4. Students then begin to glue the mosaic pieces onto the black background, using a variety of colors to create the look of fire.</li> <li>5. If the pieces are too large for the space, they should trim them by cutting or tearing.</li> <li>6. When students are finished, they should share with another pair.</li> </ol>	<p>determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 20px;">What was your key learning for the day?</p> <p style="padding-left: 20px;">What opportunities might you have to apply this key learning in the “real world”?</p> <p style="padding-left: 20px;">What advice would you give to a “new” student getting ready to do this activity?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about fire—friend or foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

### Fire—Friend or Foe

**Fire is an element that brings both pain and comfort.** Fire brings light and warmth and enables people to prepare food. Fire can also race through nature and homes causing destruction and death in its wake. Fire has fascinated people for thousands of years. The ability to control fire sets people apart from animals. Fire can be used to forge tools, create glass, and pottery. There are many stories and myths about how man first acquired fire. In Greek mythology, Prometheus stole fire from the gods and gave it to man. In Chinese mythology stories of Hui Lu tell how fire was sent out to cause fires across the Earth, but that dew and mist could triumph over fire. Native Americans believe that a hero returned fire to the people, African stories talk about the ostrich who protected fire and was tricked to fly away, making fire, good and bad, available to people; and the Indians in the Amazon have stories about a young boy who stole a coal from a jaguar.

**Forest fires** can be both destructive and helpful. Forest fires can be either surface fires, ones that burn the undergrowth and leaf litter, and “crown fires” that move from tree top to tree top with amazing speed and destruction. Surface fires can clean up leaf litter, encourage the growth of new plants, and reduce the number of insects and pathogens that are dangerous to forests. In nature, many ecosystems are actually protected and strengthened by periodic surface fires.

**When fighting fires**, forest or otherwise, the firefighters try to eliminate one of the three essential elements of fire: oxygen, fuel, and heat. Sometimes firefighters will clear away the fuel by starting a controlled burn that will burn toward the wild fire. Sometimes firefighters use airplanes and helicopters to douse the fire with water and flame retardant chemicals. Such action takes away both the heat and the oxygen. With structure fires the usual course is to reduce the heat with water.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Earth Friend or Foe Poster
<b>Focus:</b>	Fluency, Vocabulary

<b>Materials:</b>	Information about Earth, Friend or Foe Vocabulary Notebooks	Fact Cards
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### Opening

#### State the objective

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

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

What do you know about the four elements now that you didn't know when we began these lessons?  
In what way do you believe that these four elements are friend or foe? In what ways do you believe that these four elements work together as a powerful force?

### Content (the "Meat")

#### Today's Lesson

Today we are going to learn more about the Earth as both Friend and Foe. We are going to work in pairs to create a poster that depicts Earth as Friend and Foe and share out with the rest of the class.

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

#### Fluency

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

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

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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### 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


**Word for Today:** earthquake

**Description:** Earthquake is a word that describes the shaking we feel when the plates under the surface of the Earth slip and move. An earthquake can also feel like a rolling motion or it can feel like jerks and pushes. Earthquakes happen more around the Pacific Ocean, but can happen anywhere in the world.

Ask students if they have ever felt an earthquake. If yes, ask them what it felt like. Ask them what they did to be safe. Ask them if they have ever practiced an Earthquake Drill in school. Ask them what they did and why? (Duck under a desk, turn face away from glass, cover back of the neck with linked hands to protect from flying objects.)

Review yesterday's word: myths

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">earthquake</p>	<p><b>My Description</b></p> <p style="text-align: center;">Shaking of the Earth because of movement underground or ocean</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">Have you ever felt an earthquake? I have. It was scary!</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book

### Reciprocal Teaching Earth—Friend or Foe

**Predict:** Ask students to predict some of the ways that the Earth acts as both friend and foe. Chart their responses.

**Clarify:** Ask students if they know what an epicenter is (the beginning point of the earthquake); the main shock (this is the hardest and most powerful jolt of the earthquake) and the aftershock (these are the smaller jolts that happen as the Earth tries to get back in equilibrium)

**Question:** Have students pair up and decide on one question that they would like to have answered about earthquakes. Students should share the questions with the class (answer if you can)

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



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<p style="text-align: center;"><b>Activity</b> Earth—Friend or Foe Poster</p> <p><b>Supplies:</b></p> <ul style="list-style-type: none"> <li>• Chart paper or poster board</li> <li>• Pens, crayolas, colored pencils</li> <li>• Information about the Earth (fact cards and written information)</li> </ul> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. After reading and reviewing the information about the Earth with the entire class, pairs should decide which 3-5 facts they will place as either demonstrating friendly or demonstrating foe.</li> <li>3. Students will draw a picture to represent each of these facts and be prepared to share with the remainder of the class.</li> </ol>	<p>determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the “real world”?</p> <p style="padding-left: 40px;">What advice would you give to a “new” student getting ready to do this activity?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about the Earth—Friend or Foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Earth—Friend or Foe

**The Earth is our home.** We refer to it as Mother Earth because it sustains our life. Earth is made up of many layers. The surface layer is covered by water (oceans and other) and land masses known as continents and islands. The land can be covered with forests, deserts, mountains, valleys, and any number of other habitats. People have harnessed the power of the land to grow crops, build homes, establish cities, and yet, have not necessarily taken good care of the Earth as they pollute the land and water with trash and garbage, send harmful chemicals into the soil as well as the air, and misuse many of nature's gifts.

**The Earth has four major layers:** the crust (this is the surface), the mantle, the outer core and the inner core. The crust and the top part of the mantle make up the surface. This surface is not just one piece. Below the surface of the Earth there are tectonic plates. These plates continue to shift and move causing earthquakes. Earthquakes occur when two blocks of Earth slip past one another without warning. Where the Earth slips is called a fault on the surface. The earthquake starts below the surface of the Earth at the hypocenter which is directly under the surface location called an epicenter. Earthquakes can have foreshocks (these happen prior to the main earthquake) the main shock (this is the main slippage) and the aftershock (those mini quakes that happen after the main quake.). The number of aftershocks is determined by the force of the main quake.

**The inner core of the Earth is solid** and it is supported by the outer core which is made up of molten or liquid nickel and iron and other elements. The outer and inner core are very hot, ranging from 4400° C to 6100° C. The inner core of the Earth was discovered by Inge Lehmann in 1936.

# Earth Fact Cards

<p>Earth is the only planet whose name does not derive from Greek or Roman mythology.</p>	<p>Earth is the third planet from the sun.</p>
<p>71% of the Earth's surface is covered with water. 29% is covered by land.</p>	<p>The Earth's atmosphere is 21% oxygen and 77% nitrogen. The other 2% is a combination of elements.</p>
<p>One of the elements in the 2% is carbon dioxide.</p>	<p>Scientists believe that Earth is between 3 and 4.5 billion years old.</p>
<p>Temperatures at the Earth's core are hotter than the sun.</p>	<p>Earth seems to be the only planet in the Solar System to support life.</p>
<p>Earth has 7 continents—or large masses of land: Africa, Antarctica, Australia, Asia, Europe, North America, and South America.</p>	<p>The equator runs around the middle of the Earth from east to west.</p>

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<p>The Earth has four major layers: the crust, the mantle, the outer core and the inner core.</p>	<p>The inner core is solid and was discovered by Inge Lehmann in 1936.</p>
<p>The outer core is liquid or molten nickel, iron and other elements.</p>	<p>The outer core is very hot ranging from 4400° C to 6100° C.</p>
<p>Earthquakes happen when the plates in the Earth's mantle slip against each other.</p>	<p>Earthquakes have an epicenter—the place where the slippage occurred first.</p>
<p>Earthquakes can cause tsunamis which a huge ocean waves that can flood and destroy coastal cities.</p>	<p>Without the earth, we would not be able to grow crops and have places to live.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Triangle Maps
<b>Focus:</b>	Fluency, Questioning

<b>Materials:</b>	Information about Earth Vocabulary Notebook	Poster Paper and crayons or colored pencils
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.	
<b>Gain prior knowledge by asking students the following questions</b>	
After the lesson we had yesterday, what do you know about the four elements? What are some key facts about the Earth? About fire? About water? About wind/air? What did you learn about asking “right there” questions? What did you learn about asking “interpretive” questions?	
Content (the “Meat”)	
<b>Today’s Lesson</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Repeated Reading passages can be found at: <a href="http://www.readinga-z.com">www.readinga-z.com</a> (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).</p>
Today we are going to learn more factual information about one of the four classic elements: the Earth. At the end of today’s lesson you and a partner will practice drawing a map of the Earth’s continents.	
<p>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.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol>	
<b>Fluency Activity of the Day</b>	
<b>Modeled Reading:</b> 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	

## Consult 4 Kids Lesson Plans

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

**Word for Today:** continent

**Description:** A continent is a large body of land on Earth. A continent is much larger than an island, it is big enough for millions of people to live on. There are 7 continents on Earth. Antarctica is the only one that does not have people living on it. The equator divides the earth in half. Some of the continents are north of the equator: Europe, Asia, North America, and some are south of the equator: Australia, Antarctica, Africa and South America.


**Brainstorm** with students something they have heard about the continents. Ask them which continent that they live on. (North America) Ask them what countries are in North America (Canada, Mexico and the United States are the largest.)

**Ask** students to think about which continent they would like to visit (other than North America).

Review yesterday's word--element.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">Continent</p>	<p><b>My Description</b></p> <p>A very large mass of land on the Earth</p>
<p><b>Personal Connection</b></p> <p>We live on the continent of North America.</p>	<p><b>Drawing</b></p> 

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word. Vocabulary Notebooks can be made from 1/2 of a composition book.

### Reciprocal Teaching: Questioning

Review the 8 key facts about Earth with the students. (This information is attached to this lesson plan). After discussing each of the facts, ask the students to think about the questions that they would ask if they were playing Jeopardy. For example one of the facts is that Earth's atmosphere is 21% oxygen and 77% nitrogen. A Jeopardy question would be "What is the percentage of the Earth's atmosphere that is oxygen?" This will be challenging for the students so work with them through each of the facts. Remind students that these are all "right there" questions which can start with: Who is..., Where is..., What is..., How many..., When did..., or What kind of.

Have students read the rest of the information about the Earth including the 7 continents and the difference between globes and maps. Every 2-3 sentences stop and have the children ask one another questions about what was just read.

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

### Activity

Have students work in pairs to create a map of the world by using triangles.

During the lesson check in with students repeatedly.

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<p>Create a map of the world using triangles of different sizes and shapes. It is important that you model this (look at the picture provided) and remember that Antarctica would be across the bottom of the map (this is not on the picture provided). When creating the model take the time to label each triangle. You may also want to show students where the equator is so they can better understand north and south of the equator. Have students label the Pacific Ocean, the Atlantic Ocean, and the Indian Ocean as well as the continents.</p> <p>When students have finished the maps, have student pairs share with another pair.</p>	<p>You will need construction paper, crayolas or colored pencils. Be sure to talk with students about labeling the map correctly.</p>
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<b>Closing</b>
<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>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today when they were practicing English Language Arts with the information about the Earth.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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>Ask them to comment on something (if anything) they have learned today that was brand new to them</li> </ul>

<p><b>Modification:</b></p> <p>Instead of drawing the triangle you can have children cut out various triangles and glue them on the poster. North and South America and Africa are about the same size. Australia and Antarctica are wide triangles. Europe is smaller and Asia is the largest triangle.</p>
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## Consult 4 Kids Lesson Plans

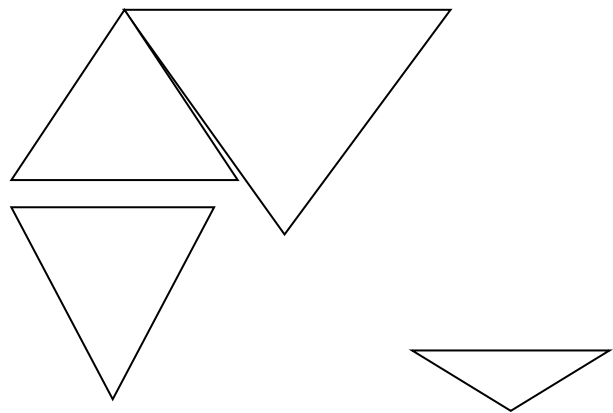
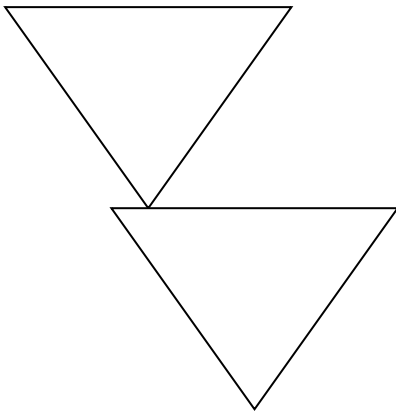
### Earth

#### Facts about the Earth:

- Earth is the only planet whose name does not derive from Greek or Roman mythology.
- Earth is the third planet from the sun.
- 71% of the Earth's surface is covered with water.
- The Earth's atmosphere is 21% oxygen and 77% nitrogen. The other 2% is a combination of elements.
- One of those other elements is carbon dioxide, a very important although small part of our atmosphere.
- Scientists believe that Earth is between 4 and 4.5 billion years old.
- Temperatures at the Earth's core are hotter than the sun.
- Earth seems to be unique in our Solar System in its ability to support life.

Earth is made up of 7 Continents. They are Europe, Asia, Australia, Antarctica, Africa, North America and South America. We live on the continent of North America. The largest countries in North America are Canada, the United States, and Mexico. Central America is really part of North America as is Cuba and other islands in that Atlantic Ocean. The country we live in is the United States. In the United States there are 50 states and each of those states has hundreds of cities. Which state and country do you live in?

The other is round and when we look at a globe we can see how the Earth looks when you view it from space. Maps are flat and help us to look more closely at the different parts of the Earth's surface, but to really understand how close or far-away places are from one another, it is better to look at a globe. The continents are separated by oceans and seas, the largest of which are the Pacific Ocean (in between North and South America and Asia and Australia; the Atlantic Ocean (in between North and South America and Europe and Africa, and the Indian Ocean which separates Asia and Africa. Although the continents are not triangle, this representation of the Earth's continents is reasonably accurate. Antarctica would run across the bottom of the Earth. Can you decide which triangle is which?





## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Review of Four Elements
<b>Focus:</b>	Review

**Materials:**

Information about the Four Elements  
 Fact Cards from other lessons  
 Materials needed for various project options.

### Opening

#### State the objective

For the past several days we have learned about the four elements of Earth, water, wind/air, and fire. We have discovered that these natural phenomena can be both friend and foe. We have learned about each of them and also how they work together. The next two days we will spend our time trying to capture our key learnings through several projects.

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

Students have learned a great deal about the four elements of earth, wind/air, water, and fire. Ask students the following:  
 Is there anything about these four elements that has surprised you? If so, what?  
 What has been your most important learning?  
 Ask them to think of 1 or 2 words to describe the four elements and to share those with first a peer and then the whole group.

### Content (the "Meat")

#### Activity

Here are four activities for you to choose from:

**Mural (Grades 2-5)**

- Divide the class into four groups and assign or have them draw lots to determine which of the four elements they will create a mural about. The mural should depict all aspects of the element—both friend and foe characteristics. At the end, the four murals will be joined together

**Letter to Mother Nature (Grades 2-5)**

- Students write letters to Mother Nature about the effect of the four elements. Students share the information they have learned and ask the unanswered questions that they may have about each element.

**Fact Book (Grade 2-5)**

- Considering all or the facts that you have learned about the four elements, capture those that are most relevant to you in a Fact Book that is illustrated

**Myth (Grades 2-5)**

Preview all of the activities for youth and have them self-select the project they would like to work on. They will have 2 days, so it is possible to participate in more than one activity in the 2 days.

Make the Fact Cards and Fact Sheets available to them so they can complete the projects effectively.

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- We briefly looked at several myths that explained how man was able to capture fire. Students should work in pairs or small groups to create a myth about wind/air, water, fire, or Earth itself. Groups should share with one another.

### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about the four elements.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Murals and Other Choices
<b>Focus:</b>	Review

**Materials:**

Information about the Four Elements  
 Fact Cards from other lessons  
 Materials needed for various project options.

### Opening

#### State the objective

For the past several days we have learned about the four elements of Earth, water, wind/air, and fire. We have discovered that these natural phenomena can be both friend and foe. We have learned about each of them and also how they work together. The next two days we will spend our time trying to capture our key learnings through several projects.

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

Students have learned a great deal about the four elements of earth, wind/air, water, and fire. Ask students the following:  
 Is there anything about these four elements that has surprised you? If so, what?  
 What has been your most important learning?  
 Ask them to think of 1 or 2 words to describe the four elements and to share those with first a peer and then the whole group.

### Content (the "Meat")

#### Activity

Here are four activities for you to choose from:

**Mural (Grades 2-5)**

- Divide the class into four groups and assign or have them draw lots to determine which of the four elements they will create a mural about. The mural should depict all aspects of the element—both friend and foe characteristics. At the end, the four murals will be joined together

**Letter to Mother Nature (Grades 2-5)**

- Students write letters to Mother Nature about the effect of the four elements. Students share the information they have learned and ask the unanswered questions that they may have about each element.

**Fact Book (Grade 2-5)**

- Considering all or the facts that you have learned about the four elements, capture those that are most relevant to you in a Fact Book that is illustrated

**Myth (Grades 2-5)**

Preview all of the activities for youth and have them self-select the project they would like to work on. They will have 2 days, so it is possible to participate in more than one activity in the 2 days.

Make the Fact Cards and Fact Sheets available to them so they can complete the projects effectively.

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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>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>



<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today with the information about the four elements.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Create A Crest or Shield
<b>Focus:</b>	Fluency and Questioning

**Materials:**

Information about the Four Elements (attached to this lesson plan)

Vocabulary Notebook

Construction paper or poster board

Crayolas, marking pens, colored pencils, etc. for drawing

### Opening

#### State the objective

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

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

When you hear the word: Earth, water, wind/air and fire, what do you think about? What are some of the ways that you use any of these elements? Have you ever had an experience with one of these elements that has been scary? Share that information with the class or a friend.

### Content (the "Meat")

#### Today's Lesson

Today we are going to learn about the four classic elements and then work in pairs to create a poster that capture each of them.

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

#### 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.

#### 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.

Repeated Reading passages can be found at:

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

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

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

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

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute count number 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

**Word for Today:** element


**Description:** An element is some piece or aspect of nature. It is another word for "building blocks". When you look at the four classic elements, Earth, fire, water, and wind/air, you are looking at four things that are essential for life on Earth and also act as building blocks for life.

**Brainstorm** with students the experiences they have had, both positive and negative with water. (Positive: cool drink, swimming, taking a shower, washing hands; Negative: floods, heavy storms, hurricanes). Talk about how they felt and what they did.

**Ask** them to name some symbols or sounds for each of these elements. Ask students why these symbols and sounds are important.

Students complete the Vocabulary Notebooks. Student may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">element</p>	<p><b>My Description</b></p> <p style="text-align: center;">An element is a piece or a part of nature</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">Oxygen is an element of water. So is hydrogen.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book.

### Reciprocal Teaching Questioning

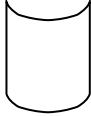
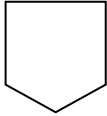
Divide the class into groups of 2-3 students. Explain that as a small group the students will read about one of the elements and develop 3 questions about the information in the paragraph. The questions can be one of two types: right there (asking for information that can be found in the text) or interpretive questions that will require you to both think and search for an answer.

Read the information about the classic elements as a class and then model the activity of forming at least 3 questions. (Information attached to this lesson plan).

**Brainstorm** some of the "right there" questions that you might ask. Think about starting the questions with words like: Who is..., Where is..., List..., What is..., How many..., When did..., Name..., or What kind of

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

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<p><b>Brainstorm</b> some of the interpretive questions that you might ask. Think about starting the questions with words like: Summarize..., What caused..., Contrast..., Retell..., How did..., Explain..., Find two examples..., For what reason..., Compare</p> <p><b>Write</b> the questions that the students develop on a chart so students will be able to use them as an example when they are developing their own questions.</p> <p><b>Assign</b> the elements to the groups. Once the questions have been written, pair the groups up so they can ask each other the questions. Rotate so that all students hear about all sections.</p>	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p><b>Activity</b></p> <p><b>Create a Crest or Shield</b></p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;">   </div> <p>A crest or shield can take on one of several shapes. You and your partner will create a crest or a shield that will have each of the four classic elements represented on it. You might want to divide the shield or crest into fourths by drawing one, vertical and one horizontal line, or create bands, one for each element. Before making your crest or shield, decide what symbol or picture you will use to represent each of the elements. Decide on the colors, size, and so on. Plan to share your shield or crest with the class.</p>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today with the information about the four elements.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
<p><b>Modification:</b></p> <p>If your group struggles with reading, read all of the content aloud together. Also, you may want to create the questions as a group if your students are not able to do this on their own.</p>

## Consult 4 Kids Lesson Plans

### The Four Classic Elements: Earth, Wind, Water, and Fire

If you look at the classics you will discover that there are four classic elements: Earth, wind, water, and fire. These four elements can work independently or can combine to create a natural force that is both friend and foe. The Fantastic Four is a popular animated show that looks at these elements as the “magical” powers of the main characters. As we look at each of these elements we will consider each from both a positive influence and a destructive influence. We will take a look at each alone and also as they combine with one another.

#### Earth

Earth, the planet that we live on, is the playground of wind, water, and fire. It is on the surface of the Earth as well as deep within it, that these forces of nature work and create an environment that is fit for human and other life. When we look at all of the planets in our Solar System, it appears that only Earth is able to sustain life as we know it. Earth is a nurturing environment. Seasons come and go and there is an annual rebirth every Spring. All aspects of life happen on the planet Earth and we are able to participate in it.

#### Water

Water is found in abundance on Earth, and it covers over 70% of the Earth’s surface. Water is foundational to life. You can survive longer without food than you can without water. Water is used for healing, for cleaning, and purification. Without water, life on Earth ceases to exist. Water comes in three distinct forms—ice (solid), running water (liquid), and gas (steam). Water can be both gentle and very powerful. Erosion is one of the ways that water changes the face of the Earth.

#### Wind or Air

You cannot see air or wind but you can see the effects of it. Air is associated with the very breath we take which keeps us alive. The wind carries thoughts and ideas around the world and also carries physical things as well. There is a saying that “when someone sneezes in China, someone in the United States will get a cold”. Air reminds us of how connected we are.

#### Fire

Fire is an element that can destroy or provide warmth and comfort. Fire has a strong energy and can be used by man but cannot be controlled by him. We get used to “controlling” fire because of the way we live and use it in our daily lives however, we only need to look at the power of a house fire or a forest fire to know that fire can easily be out of human control. Fire men work hard to protect people from its destruction, but that is not always the case. Sometimes Earth experiences horrible forest fires which seem to be so devastating, but what we know is that fire can clear out the dead brush and that the forest is reborn, stronger and better after the fire than it was before.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Things That Are Special
<b>Focus:</b>	Celebrating Traditions

**Materials:**

- 2- 8" card stock circles for each student
- ¼ circle pattern
- Crayons/colored pencils
- Brad for each student

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

A lot of times we think that traditions have to be for special occasions. While they certainly can be, traditions can be very non-holiday as well. What are some of the traditions that your family has that does not involve a holiday? What do you look forward to doing year after year and that you have come to expect? How many people in your family are engaged in this tradition? Immediate or extended?

### Content (the "Meat")

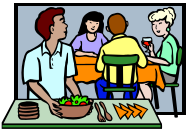
#### Vocabulary

**Word for today:** ordinary

**Describe:** The word ordinary means regular, not special. Ordinary is something you would expect to find. For example, the clothes you wear to school are different than the clothes you would wear to a wedding. One set of clothes is more ordinary than the other.

**Create an entry in your Vocabulary Notebook for the word**

**Vocabulary Notebook Sample:**

<b>New Word</b>  ordinary	<b>My Description</b>  Something I do as a routine
<b>Personal Connection</b>  It is ordinary for my family to eat dinner together every evening.	<b>Drawing</b>  

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

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

**Today's Lesson "I do-We do"**

## Consult 4 Kids Lesson Plans

### Family Traditions—Things That Are Special

There are certain things that we do with our family that really matter to us. Instead of being ordinary, the routine that we turn into habits, these things are special and really matter to us. They add special meaning to our lives. However, these things can be simple. Special does not mean extravagant or elegant or grandiose.

These things can be as simple as the ½ hour before bed when it's story time, or as fun as knowing every Sunday you are going to go to Grandma and Grandpa's house for lunch and an afternoon of family softball. Maybe you go to the beach for 3 days every summer or have picnics in the park on the first Saturday of the month. Or maybe you go star gazing with your uncle Fred whenever he's in town. Whatever it is, it is what you look forward to doing and when it doesn't occur you really miss it.

We would call these things, simple pleasures. With the class brainstorm a list of those things that are special to them but would not be a part of a cultural tradition.

### Student Practice ("You do") Activity My Favorite Traditions

**Directions:**

1. Brainstorm a list of the things that are simple pleasures—the simple traditions of your family.
2. Select 4 family traditions that you enjoy with your family (immediate or extended).
3. Select 2 8" circles and one brad. Also pick up a ¼ circle pattern
4. Fold one circle carefully so you have four sections and then open it up and press it flat
5. On the other circle, trace the ¼ circle and cut away that piece (your circle should look like Pac Man)
6. This circle will be your title or cover sheet. Label it My Family Traditions and then decorate it with patterns or drawing.
7. On the circle that is divided into quarters, in each quarter draw an illustration of the one of the four family traditions that you selected.
8. When you have completed this, join the two circles together with a brad.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

You may want to cut out the  $\frac{1}{4}$  of the circle for students so they have more time to spend on the drawings.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Fourth of July
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Vocabulary Notebook  
 Fun Fact Cards  
 Paper, crayons/colored pencils

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

What does it mean to me independent? What does it mean to be a colony? How are those two things different? What is something that you know about the 4<sup>th</sup> of July?

### Content (the “Meat”)


#### Vocabulary

**Word for today: independence**

**Describe:** Independence is a word that describes being free. Every day we learn how to do one more thing for ourselves we are becoming more independent. When you were a young child, you were totally dependent on your caregiver, even to spoon the food into your mouth. Now you can eat independently.

Create an entry in your Vocabulary Notebook for the word independence.

**Vocabulary Notebook Sample:**

<b>New Word</b>  independence	<b>My Description</b>  Able to do something on your own without someone else’s help
<b>Personal Connection</b>  Now that I can ride my bike I can show my independence.	<b>Drawing</b>  

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

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Today’s Lesson “I do-We do”

July 4<sup>th</sup>—American Independence Day

## Consult 4 Kids Lesson Plans

On July 4, 1776 the United States of America was born. Before that, this part of the world was a colony that owed it allegiance to England and specifically to the King of England. There were events leading up to the Fourth of July. Things seldom happen in a vacuum. There were many different events that occurred that culminated or ended in that single moment on the 4<sup>th</sup> of July in a hot, muggy room, the colonies of King George of England declared that they were free.

Review the Fun Fact cards about American Independence with the students. Distribute the cards to the students in small groups and have them review the events and the date of those events. Each group should prepare to share with the class the event on the Fun Fact Card that they have and then be prepared to place it on the time line (this can be a piece of chart paper or drawn on the white board).

### Student Practice ("You do") Activity Time Line

**Directions:**

1. Divide students into pairs.
2. Review the July 4<sup>th</sup> Fun Fact Cards.
3. Put them in order from the earliest date to the actual Declaration of Independence saying we were free on July 4, 1776.
4. Create a pictorial time line of those events.
5. Share with the group.

### Closing

#### Review

Say:

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

#### Debrief

**Three Whats**

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

## Consult 4 Kids Lesson Plans

- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Fun Fact Cards

### July 4<sup>th</sup>—Road to Independence

<p><b>1763</b> – King George III signed the Proclamation of 1763. This Proclamation stated that no one could settle west of the Appalachian Mountains, and if you were already there, you needed to “come home”. King George III made this Proclamation because he wanted to be friendly with the Native Americans.</p>	<p><b>1764</b> – The English Parliament wanted to pay its war debt caused by the ongoing war with France. Since the colonies took part of this, the colonies needed to pay the cost. Taxes were increased on sugar, coffee, and wine. It also doubled the cost of things shipped to the U.S. from counties not in England.</p>
<p><b>1764</b> In Boston at a town meeting, James Otis declared that England had no right to tax us without letting us have a voice in the project. In America, consumers began to boycott the products.</p>	<p><b>1765</b> – Taxes were first imposed on Americans with the passing of the Stamp Act. Items taxed include: newspapers, pamphlets, bills, legal documents, licenses, almanacs, dice and playing cards.</p>
<p><b>1765</b> – In March of 1765, Parliament determined that colonists would be required to house and feed British soldiers without any pay.</p>	<p><b>1765</b> – The Sons of Liberty was formed as a secret group to oppose the Stamp Act. It was hoped that this pressure would keep American shop owners from signing on.</p>
<p><b>1766</b> - In January, the New York legislators refused to comply with General Gage's request to enforce the Quartering Act.</p>	<p><b>1767</b> - The English Parliament passes the Townshend Revenue Acts, imposing a new set of taxes on the colonists to offset the costs of administering and protecting the American colonies. Items taxed include imports such as paper, tea, glass, lead and paints.</p>

## Consult 4 Kids Lesson Plans

<p><b>1768</b> - Samuel Adams of Massachusetts, a true patriot, opposed taxation without representation and called for the colonists to unite against the British government in his Circular Letters.</p>	<p><b>1768</b> – A British warship with 50 cannons sails into Boston. The custom commissioners in Boston asked for help against the colonial agitators.</p>
<p><b>1770</b> - Violence erupts in January between members of the Sons of Liberty in New York and 40 British soldiers over the posting of broadsheets by the British. Several men are seriously wounded.</p>	<p><b>March 5, 1770</b> – The Boston Massacre occurred when the British Soldiers fired into a crowd of protestors, killing 3 outright, mortally wounding 2 other, and injuring sic. The colonists were furious!</p>
<p><b>1773</b> - May 10, the Tea Act takes effect. If colonists purchased tea they had to pay a three-penny tax on each pound of tea. This Act bypassed American shop owners.</p>	<p><b>December 16, 1773</b> – The Boston Tea Party and lets the Royal Governor know that Bostonians are tired of what is going on. Colonists disguised themselves as Indians for this raid during which they dumped 343 crates of tea into the harbor.</p>
<p><b>1774</b> - September 5 to October 26, the First Continental Congress meets in Philadelphia with 56 delegates, representing every colony, except Georgia.</p>	<p><b>1775</b> - In April, Massachusetts Governor Gage is ordered to enforce the Coercive Acts and suppress "open rebellion" among the colonists by all necessary force. This was one of the final acts by George III that set the colonists on the course to independence.</p>



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Thanksgiving
<b>Focus:</b>	Theme—Celebrating Traditions

<b>Materials:</b> Vocabulary Notebook Paper for cards Crayons/colored pencils
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### Opening




**State the objective**

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

What are you thankful for? What is another word for “thankful”? Here are some synonyms that students may or may not come up with: gratitude, grateful, appreciative, pleased

### Content (the “Meat”)

Vocabulary		<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. 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>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher</p>				
<p><b>Word for today: gratitude</b></p> <p><b>Describe:</b> Gratitude is an attitude or a feeling of being thankful. Gratitude can be expressed for gifts, vacations, or special things, but if we have an attitude of gratitude, we are thankful for everything that we have and every part of every day.</p> <p>Create an entry in your Vocabulary Notebook for the word gratitude</p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <b>New Word</b>  gratitude         </td> <td style="width: 50%; text-align: center;"> <b>My Description</b>  Thankful for something         </td> </tr> <tr> <td style="width: 50%; text-align: center;"> <b>Personal Connection</b>  Show gratitude by saying, “Thank you.”         </td> <td style="width: 50%; text-align: center;"> <b>Drawing</b>    </td> </tr> </table>			<b>New Word</b>  gratitude	<b>My Description</b>  Thankful for something	<b>Personal Connection</b>  Show gratitude by saying, “Thank you.”	<b>Drawing</b>  
<b>New Word</b>  gratitude	<b>My Description</b>  Thankful for something					
<b>Personal Connection</b>  Show gratitude by saying, “Thank you.”	<b>Drawing</b>  					
<p><b>Today’s Lesson “I do-We do”</b></p>						

## Consult 4 Kids Lesson Plans

### American Tradition—Thanksgiving

In our American Tradition we have learned that the Pilgrims came to the new world (now the United States) to have a different life than the one they had in Europe. They arrived in early 1600s and there were no cities, no stores, no transportation, nothing, but some Indians who were willing to be friendly and helpful. It was not easy for the Pilgrims. The weather was cold and they didn't have houses when they arrived. They struggled through the first year and after working very hard we able to enjoy their first harvest. The story goes that the Indians and the Pilgrims got together to celebrate surviving the winter and being somewhat prepared for the months ahead. The Indians and the Pilgrims gave thanks for the friendship that they had developed. In 1864 Thanksgiving became a U.S. holiday and the more modern Thanksgiving traditions began in 1946. Part of the tradition is saying "thanks" for family, friends, and a good life.

Thanksgiving Day is about having an "attitude of gratitude." This attitude of gratitude helps people to be thankful every day for the good things that happen. Instead of the attitude of entitlement—I'm great and terrific and I should have everything that I want", the attitude of gratitude encourages people to be thankful for what they have, not so they don't wish for other things, but to be appreciative of the good things they have instead of focusing on what they don't have.

### Student Practice ("You do") Activity

Writing a "friendly letter", in this case a Thank You note is a skill that is learned in 2<sup>nd</sup> and 3<sup>rd</sup> grade. Talk about the format of the note as well as the content.

Date

Greeting (Dear \_\_\_\_\_),

Body of the Letter (Say thank you and include how you are enjoying or using the thing you are thanking the person for.)

Closing (Your friend,)

Signature (Name)

### Thank You Cards

#### Directions:

1. Give each student a piece of 8" x 11" paper
2. Students will each make a Thank You card that will illustrate what they are thankful for in both words and pictures
3. Students should decide who they are going to give the card to and take that in mind as they are putting together the card.
4. When students are finished have them share the cards with another peer.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

Make a word bank on the board so the students can draw from them when writing the Thank You note. Make a list of words that mean gratitude, items that students are thankful for, etc.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Hanukkah—A Jewish Tradition
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Vocabulary notebook

Fun Fact Cards

3 " x 5" unlined cards, crayons/colored pencils

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

What do you know about Hanukkah? What do you know about Jewish people? What would you like to learn about this celebration and the Jewish people?

### Content (the "Meat")


#### Vocabulary

**Word for today:** historic event

**Describe:** An historic event is a documented incident that has happened in the past. Although there are lots of things that happen each and every day, an historic event will have an impact on the future. This impact effects the way people think, feel and believe. It is such an important event that changes things for many people.

Create an entry in your Vocabulary Notebook for the term historic event

**Vocabulary Notebook Sample:**

<b>New Word</b>	<b>My Description</b>
Historic event	Something that has happened in the past that has been documented
<b>Personal Connection</b>	<b>Drawing</b>
My birth is documented by my birth certificate and therefore is an historic event.	

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

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

### Today's Lesson "I do-We do"

## Consult 4 Kids Lesson Plans

### Celebrations: Hanukkah

One of the holidays that is celebrated by the Jewish culture is Hanukkah. This date has historic significance in Jewish history and the celebration is directly tied to that event.

In 165 B.C., the Macabees had banded together and drove the very powerful Syrian army out of Jerusalem. For the Macabees, Jerusalem was a city where they had a special temple or church. When the Syrians came to Jerusalem they insisted that the Jewish people give up their religion and rituals and worship the Greek gods. This made the Jewish people very unhappy.

The Jewish people, the Macabees, met and decided to fight back and turn the anger they felt into action. So, they banded together to force Antiochus, the Greek King of Syria, out of Jerusalem. Hanukkah is a celebration of the Macabees victory over the Syrian army. Hanukkah is a Hebrew word which mean dedication. (Jewish people speak Hebrew, just like American people speak English.)

Once the Macabees had reclaimed the temple they wanted to "purify and sanctify" the temple by lighting an eternal flame. This flame had to be fueled by sacred oil, but when the Macabees got ready to light the fire they discovered that they had only one days oil. The Jewish people believe that a miracle happened because the flame continued to burn for 8 days the time it took to get the sacred oil. This miracle is remembered in the eight candles of the Menorah, a candelabra that has become part of Hanukkah.

You will be able to share more information with your students with the Fun Fact Cards.

### Student Practice ("You do") Activity Trading Cards

**Directions:**

1. Give each student a 3" x 5" card that is blank on both sides.
2. On side one, student should write the word Hanukkah and draw a symbol of that event (maybe the menorah).
3. On the back of the card, student should select 3 of the facts that were of interest to them about Hanukkah (making tiny illustrations to the side) .
4. When student has finished his or her cards, have them share the card with a small group of peers.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

Have students work in small groups or pairs to read the Fun Fact cards.

## Fun Fact Cards Hanukkah

<p>Hanukkah is celebrated for eight days and nights, beginning on the 25th in the month of Kislev on the Hebrew calendar.</p>	<p>The Menorah is a candelabrum that is used in the Hanukkah celebration. There are 8 candles which represent the 8 days that had no oil. The eight-day lighting of the candles commemorates the eight-day miracle of the oil.</p>
<p>The Yiddish word for money is gelt. During the 8 days of Hanukkah, children receive a gift of gelt. Children learn to both give and receive.</p>	<p>During Hanukkah, Jewish children enjoy playing with a toy called a dreidel, which is similar to a top. The dreidel has four sides and features the Hebrew letters.</p>
<p>Fried foods are traditional during Hanukkah, in remembrance of the sacred oil. Popular fried foods are sufganiyot (sweet jelly- filled doughnuts) and latkes (potato pancakes) and</p>	<p>Hanukkah is a joyous time of year in Jewish families and is all about family. Members of the family gather together to share what food, music, traditions, and blessings.</p>
<p>The history of Hanukkah predates Christmas. Antiochus, the Greek King of Syria, outlawed Jewish rituals and ordered the Jews to worship Greek gods.</p>	<p>The guttural sound of the Hebrew letters cannot be duplicated by the English alphabet. For this reason, there are many spellings of the word Hanukkah in English and all are correct.</p>

## Consult 4 Kids Lesson Plans




<p>Nun, gimel, hay, and shin are Hebrew letters that can be found on dreidels.</p>	<p>In 165 B.C.E, the Jewish Macabees managed to drive the Syrian army out of Jerusalem and reclaim their temple.</p>
<p>Most Jews were angry and decided to fight back when they were told to ignore Jewish traditions and worship Greek gods.</p>	<p>Hanukkah is the celebration of the Macabee victory over the Syrian army.</p>
<p>In history, the celebration or observance of Hanukkah has increased in popularity.</p>	<p>In Hebrew, the word "Hanukkah" means "dedication." There are many different ways to spell Hanukkah.</p>



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Kwanzaa Woven Mat
<b>Focus:</b>	Theme—Celebrating Traditions

<b>Materials:</b> Fun Fact Cards Materials for woven mat (glue sticks, scissors, green, black, and red construction paper)
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Opening					
<b>State the objective</b> For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.					
<b>Gain prior knowledge by asking students the following questions</b> What do you know about Kwanzaa? What do you know about the colors that are important to Kwanzaa? Do you know anyone who celebrates Kwanzaa? What would you like to learn about Kwanzaa?					
Content (the “Meat”)					
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Word for today:</b> reflective</p> <p><b>Describe:</b> Have you ever looked into a mirror? What do you see? You see a reflection of yourself and everything else that can be seen in the mirror. Reflective means that you stop and think about an event, not just what happened but how you feel about it and what you’ve learned from it, and how you will apply that learning. When you do this, you are being reflective.</p> <p>Create an entry in your Vocabulary Notebook for the word reflective</p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <b>New Word</b>   <div style="text-align: center;">reflective</div> </td> <td style="padding: 5px;"> <b>My Description</b>             Think about an event, person, or your own place         </td> </tr> <tr> <td style="padding: 5px;"> <b>Personal Connection</b>             I am in a reflective mood thinking about last family picnic.         </td> <td style="padding: 5px;"> <b>Drawing</b>   <div style="text-align: center;">  </div> </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center;">reflective</div>	<b>My Description</b>  Think about an event, person, or your own place	<b>Personal Connection</b>  I am in a reflective mood thinking about last family picnic.	<b>Drawing</b>  <div style="text-align: center;">  </div>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. 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>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<b>New Word</b>  <div style="text-align: center;">reflective</div>	<b>My Description</b>  Think about an event, person, or your own place				
<b>Personal Connection</b>  I am in a reflective mood thinking about last family picnic.	<b>Drawing</b>  <div style="text-align: center;">  </div>				
<b>Today’s Lesson “I do-We do”</b> <b>Kwanzaa</b>					

## Consult 4 Kids Lesson Plans

Kwanzaa is a holiday that is born out of African tradition. It is a celebration that is reflective and encourage people to slow down and take a look at what is important.

Kwanzaa was created by Dr. Maulana Karenga in 1966 during the American Civil Rights Movement. Kwanzaa is observed from December 26 through January 1. During these seven days, people observing Kwanzaa focus on seven principles: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith.

A candle is lit each day of the observance. The candles are black (representing the people) red (3 of these to represent the struggles of the people) and green (3 of these to represent hope and future). Each day a candle is lit and the principle for the day is discussed and reflected upon.

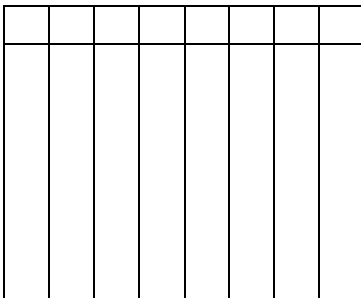
Symbols of Kwanzaa include African symbols of harvest which include dried corn and colorfully woven tablecloths.

There are fact cards available for you and the students to read and review. After going through those cards, make a list of those significant facts that you have learned from reading the history of Kwanzaa.

### Student Practice ("You do") Kwanzaa Woven Mat

**Directions:**

1. Three important colors for Kwanzaa are black, green and red. Today we are going to create a place mat by weaving together those colors.
2. Once we have made the mat, you will write one fact on a white 3" x 5" card and place in the middle of the mat.
3. Each student needs an 8" square of black construction paper, a ruler, and a pair of scissors.
4. The black paper will be the frame for the weaving.
5. Student should begin on one edge and draw a straight line, aligning the edge of the paper with one edge of the ruler and then tracing down the other side of the leader.
6. After completing that, student should turn the square and repeat the process (it should look like a T of sorts).
7. On the second side, student should trace lines, one ruler apart across the entire paper:



8. Student will cut up the lines that go across, stopping at the first line that was drawn, creating a border.

## Consult 4 Kids Lesson Plans

<p>9. Student is then given both a red and green 8" square. The student will use the ruler to draw lines for strips that they can cut apart.</p> <p>10. Once the student has cut all of his/her strips, then he/she will begin weaving the strips into the black frame, first the green and then the red strips until the weaving have gone across the entire frame.</p> <p>11. Once the strips are in place, student will glue the ends to add stability.</p> <p>12. Student writes his/her fact card and places it on the mat with glue sticks.</p>	
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### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Fun Fact Cards Kwanzaa

<p>Kwanzaa is an African American celebration observed from December 26th through January 1st.</p>	<p>Kwanzaa was developed by Dr. Maulana Karenga in 1966, a professor at California State University Long Beach, as a way to celebrate and promote the African American culture.</p>
<p>There are seven principles that the Kwanzaa observance focuses on. These are 1) unity, 2) self-determination, 3) collective work and responsibility, 4) cooperative economics, 5) purpose, 6) creativity and 7) faith.</p>	<p>A Kinara is a type of candelabra. The Kinara holds 7 candles, one that is lit on each day of the observance.</p>
<p>A black candle is in the center of the Kinara. To the left of the black candle are three red candles representing the struggles of the African American people. To the right of the black candles are three green candles which represent hope and the future.</p>	<p>During Kwanzaa, people greet one another in Swahili. They ask the question, "Habari gani?" The question is answered by saying the principle being discussed or focused on for that day: (unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith)</p>
<p>Kwanzaa is about reflection and thinking about African heritage, where you have been and where you want to go. It is not religious or political.</p>	<p>African harvest symbols have become symbols for Kwanzaa. These include ears of dried corn and colorfully woven tablecloths.</p>
<p>The kinara is a wooden candle stick. It is a simple candle stick that is made from the Earth.</p>	<p>On day one, the black candle of unity is lit. Families gather and share things they are feeling as well as the day-to-day of their lives with one another. This practice helps to clear the air in case there are misunderstandings.</p>




## Consult 4 Kids Lesson Plans

<p>On day 2 the red candle is lit. This candle symbolizes togetherness and the importance of sharing traditions. Some people teach others how to play a drum, cook a particular food, or braid hair.</p>	<p>On day 3 a green candle is lit that symbolizes togetherness and sharing a common goal. Everyone in the family comes together to work on a chore or a project such as cleaning the garage or painting a fence.</p>
<p>On day four a red candle is lit signifying togetherness and sharing a family gift. Instead of an individual gift, this is the day for the gift to be given to the family. The gift needs to promote family unity and togetherness.</p>	<p>On day 5 a green candle is lit. This candle is symbolic of togetherness, sharing dreams and hopes. This is an especially good day to talk about the future and ask each person to share what they want to accomplish in the coming year.</p>
<p>On day 6 a red candle is lit that supports togetherness, sharing and creativity. For this day, everyone in the family creates something—poem, dance, painting, a hand craft. Each person shares with the entire family.</p>	<p>On day 7 a green candle is lit. This is the day that everyone will come together to celebrate being one by breaking bread and sharing a meal. Such wonderful food as baked ham, roasted yams, collard greens, thick bread –help to make this a wonderful feast.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	What's My Habit?
<b>Focus:</b>	Theme—Celebrating Traditions

<b>Materials:</b> Vocabulary notebook Construction paper Crayons, colored pencils
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Opening					
<b>State the objective</b>					
For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.					
<b>Gain prior knowledge by asking students the following questions</b>					
What is a habit? What are some of the habits you have? What are some of your family's habits? What do you think it would be like if you had to learn everything new every day?					
Content (the "Meat")					
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Word for today: habit</b></p> <p><b>Describe:</b> A habit is something that you learn how to do and you do it over and over until when you are doing it, you no longer think about it, you just go through the routine. It is like the way you get ready in the morning, or how you fix a peanut butter and jelly sandwich, or how you put the food on your plate in a certain way. It is your routine, your way of doing things.</p> <p><b>Create an entry in your Vocabulary Notebook for the word</b></p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <b>New Word</b>   <div style="text-align: center;">habit</div> </td> <td style="padding: 5px;"> <b>My Description</b>             Something that you do over and over without thinking—like tying your shoe         </td> </tr> <tr> <td style="padding: 5px;"> <b>Personal Connection</b>             I have a habit of brushing my teeth after I eat.         </td> <td style="padding: 5px; text-align: center;"> <b>Drawing</b>    </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center;">habit</div>	<b>My Description</b>  Something that you do over and over without thinking—like tying your shoe	<b>Personal Connection</b>  I have a habit of brushing my teeth after I eat.	<b>Drawing</b>  	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. 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>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher</p>
<b>New Word</b>  <div style="text-align: center;">habit</div>	<b>My Description</b>  Something that you do over and over without thinking—like tying your shoe				
<b>Personal Connection</b>  I have a habit of brushing my teeth after I eat.	<b>Drawing</b>  				
<b>Today's Lesson "I do-We do"</b>					
<p><b>What is a habit?</b>          A habit is a way of doing things that you have practiced so many times that you no longer</p>					

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have to think about how to do something.

Remember what it was like when you learned how to tie your shoe? It was challenging. You had to bring a wide variety of skills together, in a particular order, if you wanted to tie your shoe. In the beginning, what you tied did not last for very long because you didn't know how to make a tight bow. Now, you tie your shoes in a certain way and don't give it a second thought. That's because tying your shoe is a habit.

What are some of the other habits that you have? How about how you get ready for school in the morning? How about how you get everything ready to eat breakfast? Talk with a peer and discuss some of your habits.

**Fact:** It takes about 21 days to build a habit. At that point your actions will start to become embedded in your brain.

Sometimes a habit may not be the best way. There is a joke about a worker who is taking her lunch break and complaining about the fact that once again she has a tuna sandwich for lunch. She comments that she has had tuna sandwiches every day for the past three years and she is sick and tired of them. One of her co-workers asks, "Who makes your lunch?" The worker replied, "I do!" Now that's a person with a habit. Something that they do because they work that way every day, but the habit has been in place past its usefulness. Do you have any habits that you would like to give up?

### Student Practice ("You do")

#### Activity

#### What's My Habit

**Directions:**

1. Think about your day and the habits that you have that come into play throughout the day.
2. Divide a piece of paper into fourths.
3. In each quadrant you are to draw a picture and write a sentence about a habit that you have in practice.
4. The upper left hand quadrant should be for the morning. The lower right hand quadrant is for the end of the day. The other two quadrants can be for the time between morning and evening.
5. When you are finished, share your "habits" with a peer.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Christmas Around the World
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Fun Fact Cards at the end of this Lesson Plan

Materials for activity (green and red construction paper, glue sticks, scissors)

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

What do you know about Christmas traditions and symbols? What countries around the world celebrate Christmas? What would you like to know about Christmas traditions?

### Content (the “Meat”)


#### Vocabulary

**Word for today:** celebrate

**Describe:** The word celebrate describes joyous sharing of a particular occasion. When we celebrate the 4<sup>th</sup> of July Americans come together to mark the importance of our independence in a happy and joyous manner.

Create an entry in your Vocabulary Notebook for the word celebrate

**Vocabulary Notebook Sample:**

<b>New Word</b>  celebrate	<b>My Description</b>  Honoring a special even in the life of a person or a country, having a party
<b>Personal Connection</b>  I like to celebrate my birthday with my family and friends.	<b>Drawing</b>  

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

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Today’s Lesson “I do-We do”

#### Three Christmas Traditions from Around the World

The Christmas Holiday is celebrated around the world. There are many traditions connected to Christmas but the three that we are going to take a look at are the wreath, the

## Consult 4 Kids Lesson Plans

candy cane and the stocking.

**Wreath:** circle because there is no beginning or end to the love that it represents; evergreen because it is always green and represents the hope we need to live our lives joyously.

**Candy Cane:** In the beginning, 1670, the candy cane was all white and shaped like a J to represent a shepherd's staff (the "hook" that the shepherd used to rescue his sheep). The red was added years later. In America it became a tree decoration.

**Stocking:** An empty sock is hung by the "fireplace" so that gifts can be added before Christmas morning. The gifts can be fruit and nuts or something small enough to actually fit into the stocking.

There are fact cards available for you and the students to read and review that will share more about these three items and other Christmas Around the World traditions.

After going through those cards, make a list of those significant facts that you have learned from reading the history of the wreath, candy cane and stocking.

### Student Practice ("You do")

#### Activity

#### Making A Wreath (Hands traced onto green paper)

#### Supplies

- Scissors
- Green construction paper (multiple pieces for each child)
- 8" green circle, with center cut out
- Red construction paper
- Glue sticks

#### Directions:

1. Pair students.
2. Partners should trace the hands of their partners for a pattern.
3. After the pattern is complete, student cut it out and traces it multiple times on several pieces of green paper.
4. Cut out the hand prints.
5. Gently roll the ends of each of the hand prints.
6. Glue the hands around the circle; turn the fingers toward the center and away from the center.
7. When handprints have been glued all the way around the green wreath base, add red berries (cut red circles).

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### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Fun Fact Cards

### Christmas Around the World

<p>Santa Claus began in the 4<sup>th</sup> Century with St. Nicholas who came from Turkey. He was a generous man and gave gifts and presents to people in need.</p>	<p>St. Nicholas is the patron saint of Russia and is well known for a flowing red cape, white beard, and carrying a bishop's mitre.</p>
<p>According to one legend, St. Nicholas rode by a nobleman's house who had lost all of his money and threw out small packages of gold so the daughters of the nobleman could get married and have a dowry.</p>	<p>Christmas trees have been popular for a long time. In Germany in the 16<sup>th</sup> century, fir or evergreen trees were decorated with apples, roses, colored paper and decorated candy. These decorated trees could be found both indoors and outdoors. Later these trees were decorated with cookies and ornaments.</p>
<p>Mistletoe, a plant that has no roots because it lives off of a host tree (usually an oak tree in the United States), was considered a revered plant. For Christmas, people put a bow on the mistletoe and if someone stands underneath it, he/she will get a kiss.</p>	<p>Holly has stickers on the points at the end of its leaves. In ancient times, boughs of holly were thought to have magical power because it was able to survive very cold and harsh winters.</p>
<p>The poinsettia was named for Joel R. Poinsett who was an ambassador to Mexico. The bright red leaves appear to be the flower, but that is not the case. The poinsettia has become associated with Christmas.</p>	<p>In the beginning a Christmas card was a way for children to practice their writing skills. Then people started sending special greetings at Christmas time to people they spent a lot of time with as well as those they did not keep track of very well. Sir Henry Cole created the first real Christmas card to reach out to his friends.</p>
<p>Rudolph the Red Nosed Reindeer is a song written by Johnny Marks. Western star Gene Autry recorded the song in 1949 and the rest is history!</p>	<p>In Hawaii to have a fir tree you would have to import the tree. Creative Hawaiians decorate palm trees and instead of a sleigh for Santa Claus, they see things like an outrigger canoe and instead of reindeer, the kids think of dolphins pulling the outrigger.</p>

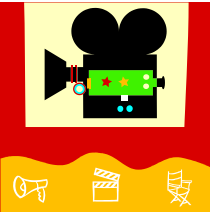
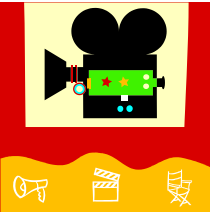
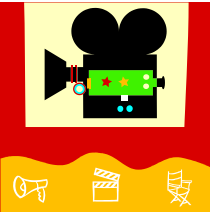
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<p>In the Philippines they celebrate with a Christmas Eve feast of special Filipino dinner dishes. They have gift-giving ceremonies on Christmas Eve and the children hang their socks as well.</p>	<p>In Guatemala there are processions for nine days. The official food for this time period is tamales. The Feast Day of Saint Thomas is on December 21. There are parades up and down the streets in Guatemala with marching bands.</p>
<p>In the Ukraine (a part of Russia) it is Saint Vladimir that is credited with bringing Christmas to the people. The Ukrainians have a more serious celebration and this is done in conjunction with the Gregorian calendar. The first star on Christmas Eve signals the start of the ritualistic supper.</p>	<p>After Christmas day in the Ukraine, people dress up in monster-masks and jump out and scare people who then combine forces to defeat the evil that is represented by the masks.</p>
<p>In Spain, most of the celebrations of Christmas revolve around the religious beliefs and cultural traditions. They celebrate with food, gifts, and parades or processions.</p>	<p>What may be considered as the unique Christmas traditions of Japan are Christmas Cakes, Fried Chicken, and Daiku. The cake usually is a decorated sponge cake with miniature figures of trees, flowers, and Santa Claus. Fried chicken has become the traditional meal while the Daiku, which is the Ninth Symphony of Beethoven, the favorite music of the season.</p>
<p>The Christmas traditions of Europe have deep roots, and many of these celebrations are retouched ancient practices, but there are even some which are found in mythology.</p>	<p>France serves seven meatless meals before going to attend the midnight mass on Christmas Eve. The fast is broken with a feast of roast meat and wine after the mass.</p>
<p>In Denmark, Xmas begins with baking traditional cookies, biscuits, and small cakes that are all made by the children. The Christmas lunches are long feasts of a series of served plates in pudding, fish, warm dishes, cold meats then cheeses and biscuits that go with the beer and snaps.</p>	<p>In Lithuania, food is prepared not only for kucios, which is the special Xmas Eve supper, but for the first day of Christmas as well. This breaks the ritual fast and abstention from meat.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Fixing Ham
<b>Focus:</b>	Celebrating Traditions

<b>Materials:</b> Strips of white paper (4" x 17") Crayons or colored pencils
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Opening					
<b>State the objective</b>					
For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.					
<b>Gain prior knowledge by asking students the following questions</b>					
What is a tradition that you have in your family? When did this tradition begin? Is it a tradition based on a celebration? Is it a tradition based on something to celebrate your culture? Is it a tradition based on your extended family (grandparents, great-grandparents, parents, etc.)					
Content (the "Meat")					
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Word for today: tradition</b></p> <p><b>Describe:</b> A tradition is like a habit but instead of being with just one person, it is something that spreads across many people and many generations. It is a way that a family or a culture thinks, behaves or celebrates. In the U.S. we have a tradition of fireworks on the 4<sup>th</sup> of July to celebrate our independence.</p> <p><b>Create an entry in your Vocabulary Notebook for the word</b></p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px; vertical-align: top;"> <b>New Word</b>   <div style="text-align: center; padding: 10px;">tradition</div> </td> <td style="width: 65%; padding: 5px; vertical-align: top;"> <b>My Description</b>   <div style="text-align: center; padding: 10px;">My family has a tradition of going to the movie on Friday night</div> </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> <b>Personal Connection</b>   <div style="padding: 10px;">I enjoy our tradition of going to the movie every Friday evening. .</div> </td> <td style="padding: 5px; vertical-align: top;"> <b>Drawing</b>   <div style="text-align: center;">  </div> </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center; padding: 10px;">tradition</div>	<b>My Description</b>  <div style="text-align: center; padding: 10px;">My family has a tradition of going to the movie on Friday night</div>	<b>Personal Connection</b>  <div style="padding: 10px;">I enjoy our tradition of going to the movie every Friday evening. .</div>	<b>Drawing</b>  <div style="text-align: center;">  </div>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. 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>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher</p>
<b>New Word</b>  <div style="text-align: center; padding: 10px;">tradition</div>	<b>My Description</b>  <div style="text-align: center; padding: 10px;">My family has a tradition of going to the movie on Friday night</div>				
<b>Personal Connection</b>  <div style="padding: 10px;">I enjoy our tradition of going to the movie every Friday evening. .</div>	<b>Drawing</b>  <div style="text-align: center;">  </div>				
<b>Today's Lesson "I do-We do"</b>					
<b>What is a tradition?</b>					
A tradition is something that is more institutionalized than a habit. You may wonder what that means. A habit is personal, it belongs to the person who has the habit. If the person gives up					

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the habit, then the habit goes away. A tradition is something that a group of people accept and act on. It is what they collectively expect to happen no matter which people are in the room. It is the way a group of people, often a family or collection of families, acts or a tradition describes the group's expectations.

There is a story about the tradition of the Thanksgiving Ham. A family was getting ready for a large family dinner on Thanksgiving. A girl is watching her mother fix a ham for the dinner. The first thing that the mother does is cut the end off the ham. The girl asks, "Mom, why do you cut the end off the ham?". The mother said, "It's a tradition. I don't know why we do it. Ask your grandmother when she gets here." When the grandmother arrived the girl asked, "Grandma, why do we cut the end off the ham?" The grandmother replied, "It's a tradition. I don't know why we do it. Ask your great-grandmother when she gets here." When the great-grandmother arrived the girl asked, "Great grandmother, why do we cut the end off the ham?" The great grandmother replied, "I don't know why your mother and your grandmother cut it off, but I cut it off because my pan was too small".

This is an example of a tradition, something that happens from one generation to another. In this case it is a meaningless tradition, but most of them are part of the cultural mystique a celebration of one of three things:

- The family itself
- The culture
- The celebrations

What are some of your traditions? Do you have a tradition of calling a person whose birthday it is and singing happy birthday to them? Do you have a tradition that every Saturday night you have hamburgers? Do you have a tradition that you go swimming on New Year's Day? Do you have a tradition that has everyone sit at the dinner table in a particular order? Discuss your traditions with a peer.

### Student Practice ("You do") Activity "Fixing Ham"

**Directions:**

1. Take a strip of paper (6" x 17") and fold the strip into 4 parts.
2. On the strip of paper create a "comic" strip (pictures and words) for the story about cutting the end off the ham. When you have finished, share with a friend not only your drawing but your thoughts about your own traditions.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

Demonstrate how to make a comic strip by discussing the pictures and also consider what words you may put in a dialogue bubble.





## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Tradition Lyrics
<b>Focus:</b>	Celebrating Traditions

**Materials:**

Vocabulary Notebook, Traditions lyrics, paper, crayons/colored pencils

### Opening

#### State the objective

For the next several days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

Think specifically about your family. What are some of your family traditions? Think about specific members of your family. What is the role that you expect them to play? For example, when you think of your mother do you expect that she will be awake before you? Do you expect that she will have gone to the grocery store so you have something to eat for breakfast? Do you expect her to drop you off at school on her way to work? Do you expect that on Wednesday evening she will bring home Chinese food? What do you expect of them and what do they expect from you?

### Content (the “Meat”)


#### Vocabulary

**Word for today:** role

**Describe:** A role is the “part” you play in your family. It is what your family expects of you. Your role or part or job may be to set the table and do the dishes. That is the role that you play. You may also play the role of the son or the daughter—and have certain expectations because you are oldest or youngest.

**Create an entry in your Vocabulary Notebook for the word**

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">role</p>	<p><b>My Description</b></p> <p style="text-align: center;">I play the role of daughter, niece, grand-daughter</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">What role do you play in your family?</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

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

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher

**Today’s Lesson “I do-We do”**

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### Family Traditions

There is a Broadway musical and movie called Fiddler on the Roof. In this play a Jewish family is trying to follow the traditions of their culture and also make sense of a world that is rapidly changing. In this musical there is a song called Traditions. In this song, the father, mother, son, and daughter identify the tradition for their family role. When you look at the lyrics of the song, think about what is expected of the father, the mother, the son and the daughter in your family. If all of those people aren't in your family, think about the roles of the people who are in your family. Here are the lyrics for that song. (Lyrics also available at end of lesson plan for a handout)

**Tradition, tradition! Tradition!  
Tradition, tradition! Tradition!**

**The role of the father**

Who, day and night, must scramble for a living,  
Feed a wife and children, say his daily prayers?  
And who has the right, as master of the house,  
To have the final word at home?  
The Papa, the Papa! Tradition.  
The Papa, the Papa! Tradition.

**The role of the mother**

Who must know the way to make a proper home,  
A quiet home, a kosher home?  
Who must raise the family and run the home,  
So Papa's free to read the holy books?  
The Mama, the Mama! Tradition!  
The Mama, the Mama! Tradition!

**The role of the son**

At three, I started Hebrew school. At ten, I learned a trade.  
I hear they've picked a bride for me. I hope she's pretty.

The son, the son! Tradition!  
The son, the son! Tradition!

**The role of the daughter**

And who does Mama teach to mend and tend and fix,  
Preparing me to marry whoever Papa picks?

The daughter, the daughter! Tradition!  
The daughter, the daughter! Tradition!

### Student Practice ("You do")

#### Activity Tradition

**Directions:**

1. As a group, take one or more of the roles in your family and create a stanza (words that the person in the role could say) that capture the role and expectations of each of those people.
2. Write the stanza on the board for each of the roles.
3. Student selects one of the stanzas to copy and illustrate
4. Student explains why he/she selected this particular stanza to copy and illustrate

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5. Illustrate each of the expectations in the stanza 6. Share with a partner	
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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>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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<p><b>Modification:</b></p> <p>If you would like you can make the stanza rhyme, but it is not required. Be careful to not just write a paragraph. Try to capture the meaning in a few words like in the example. You may also want to get a copy of the song <u><a href="#">Tradition</a></u>, and play for the students.</p>
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## Traditions Fiddler on the Roof

Tradition, tradition! Tradition!  
Tradition, tradition! Tradition!

### (The role of the father)

Who, day and night, must scramble for a living,  
Feed a wife and children, say his daily prayers?  
And who has the right, as master of the house,  
To have the final word at home?  
The Papa, the Papa! Tradition.  
The Papa, the Papa! Tradition.

### (The role of the mother)

Who must know the way to make a proper home,  
A quiet home, a kosher home?  
Who must raise the family and run the home,  
So Papa's free to read the holy books?  
The Mama, the Mama! Tradition!  
The Mama, the Mama! Tradition!

### (The role of the son)

At three, I started Hebrew school. At ten, I learned a trade.  
I hear they've picked a bride for me. I hope she's pretty.

The son, the son! Tradition!  
The son, the son! Tradition!

### (The role of the daughter)

And who does Mama teach to mend and tend and fix,  
Preparing me to marry whoever Papa picks?

The daughter, the daughter! Tradition!  
The daughter, the daughter! Tradition!

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Cinco de Mayo and September 16
<b>Focus:</b>	Celebrating Traditions

<p><b>Materials:</b></p> <p>Vocabulary Notebooks</p> <p>Fact Card (in separate file)</p> <p>Paper, crayons/colored pencils</p> <p>Fun Fact Cards at end of Lesson Plan</p> <p>Additional information about Cinco de Mayo and September 16 in articles at end</p>
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Opening					
<p><b>State the objective</b></p> <p>For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.</p>					
<p><b>Gain prior knowledge by asking students the following questions</b></p> <p>Think about your family's heritage. Unless you are full-blooded American Indian, your family came to the United States from somewhere else. Where is that somewhere? What do you know about that place, the people, the food, how they do certain things?</p> <p>When you think about those things you are, in part, thinking about the culture.</p>					
Content (the "Meat")					
<p><b>Vocabulary</b></p> <p><b>Word for today: culture</b></p> <p><b>Describe:</b> Culture is a word that describes the beliefs, customs, social practices, history and celebrations of a particular group of people. In each country, there is a national culture—set of beliefs and customs.</p> <p>Create an entry in your Vocabulary Notebook for the word culture</p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 35%; padding: 5px;"> <p><b>New Word</b></p> <p style="text-align: center;">culture</p> </td> <td style="width: 65%; padding: 5px;"> <p><b>My Description</b></p> <p style="text-align: center;">My family beliefs and practices, including a family picnic on the 4<sup>th</sup> of July</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family on the 4<sup>th</sup> of July for a picnic.</p> </td> <td style="padding: 5px;"> <p><b>Drawing</b></p> </td> </tr> </table>	<p><b>New Word</b></p> <p style="text-align: center;">culture</p>	<p><b>My Description</b></p> <p style="text-align: center;">My family beliefs and practices, including a family picnic on the 4<sup>th</sup> of July</p>	<p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family on the 4<sup>th</sup> of July for a picnic.</p>	<p><b>Drawing</b></p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. 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>When possible, engage students in a "teach to learn"</p>
<p><b>New Word</b></p> <p style="text-align: center;">culture</p>	<p><b>My Description</b></p> <p style="text-align: center;">My family beliefs and practices, including a family picnic on the 4<sup>th</sup> of July</p>				
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opportunity and have the student become the teacher

Today's Lesson "I do-We do"

**Cultural Traditions** (fact cards for the two days attached)

Have you ever had an opportunity to watch the opening ceremonies of the Olympics on TV? If you have you know that the country that is hosting the Olympics tries to share itself with the world at this opening ceremony. The country tries to capture, in that ceremony, the culture of the country itself. It looks at the history of the country, the people that make up the country, the values that the country has, and the hopes and dreams of the country itself. The ceremony tries to capture this very complex tradition in a very creative and dramatic way.

Sometimes a country's culture gets tied to an historical event and that event becomes a way to showcase that culture. Let's take a look at two important dates in Mexico's history. The first, Cinco de Mayo (the 5<sup>th</sup> of May) and the second, Mexican Independence Day, September 16. We are going to look at some fact cards about both of the celebrations and discuss the events.

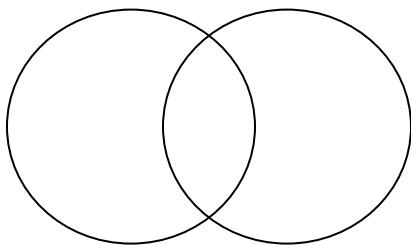
Student Practice ("You do")

Activity

Comparing Cinco de Mayo and September 16

Directions:

1. Distribute the fun fact cards (with 2<sup>nd</sup> graders you may want to read them together).
2. After reading the information make a list of all of the things that happen on Cinco de Mayo.
3. After making the list for Cinco de Mayo, review the information and make a list of all of the facts about September 16.
4. After these lists are made, pair the students to create a Venn Diagram of the two cultural traditions. A Venn diagram is two overlapping circles. In one circle (where it does not overlap the second circle, write all the things on the list about Cinco de Mayo that **DO NOT** occur on September 16. Repeat the process for the other circle. In the part that overlaps, list those things which are the same for both days.
5. Share the Venn Diagram with another group.



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Venn Diagram	
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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>
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## Fun Fact Cards

### Cinco de Mayo and September 16th

<p>Cinco de Mayo means “the fifth of May.” Even though many people think so, it is not Mexico’s Independence Day. Many people believe it is Mexico’s Independence Day, but that is incorrect. (Mexico’s Independence Day is September 16.)</p>	<p>September 16 is Mexico’s Independence Day.</p>
<p>Cinco de Mayo is the anniversary of a battle that took place between the Mexicans and the French in 1862.</p>	<p>On September 16, 1810, the priest Father Miguel Hidalgo y Costilla started a revolt against Spanish rule.</p>
<p>The Battle of Puebla, May 5<sup>th</sup>, marks a turning point in Mexican national pride. A small, poorly armed group of about 4,500 men were able to stop the French invasion of a well-equipped French army that had between 6,500 and 8,000 soldiers.</p>	<p>Father Hidalgo was not successful during this battle. He was executed as were many of his Indian followers.</p>
<p>The victory at the Battle of Puebla made the Mexican people very happy, and helped create a feeling of national unity.</p>	<p>Father Jose Maria Morelos led the revolutionaries after Father Hidalgo, but he too failed and was executed.</p>
<p>The largest Cinco de Mayo event in the world is held in Los Angeles, California, where more than 600,000 people celebrate with music and food. The event is called Festival de Fiesta Broadway.</p>	<p>Both Father Hidalgo and Father Morelos are symbols of Mexican liberty and patriotism</p>



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<p>Cinco de Mayo isn't like some special events that has particular food attached to it. Instead, traditional Mexican dishes such as enchiladas, burritos, guacamole and tacos are popular on Cinco de Mayo.</p>	<p>Spain was finally defeated in 1821. May 16 was chosen as Mexican Independence Day to honor the anniversary of the start of Father Hidalgo's revolt in 1810.</p>
<p>The Battle of Puebla was short. The entire battle lasted just about two hours and changed the course of history in North America.</p>	<p>The Mexican Independence Day party kicks off on the night of September 15th with special food and a public address by Mexico's President.</p>
<p>Cinco de Mayo, as we know it today in America, didn't begin until 1967. Students from California State University noticed that there weren't any Mexican holidays celebrated in America like there were for citizens of other descent, like St. Patrick's Day, Oktoberfest, or Chinese New Year. So they chose Cinco de Mayo as the day to celebrate and gathered Chicano students in unity and celebration.</p>	<p>On Mexican Independence Day families come together much like we do on July 4<sup>th</sup>. They celebrate with fireworks.</p>
<p>Holidays like Cinco de May help us to remember special moments in history and help us honor the people who participated.</p>	<p>Just like in America, after Mexico became independent, other countries tried to come in and take over. In 1862 the French came to Mexico to collect on a loan.</p>
<p>Cinco de Mayo represents the last time a foreign army waged aggression in North America...</p>	<p>Mexico declared its independence in 1810, more than 50 years prior to the battle that we commemorate with Cinco de Mayo.</p>

# Cinco de Mayo

**Jenn Savedge**

*Author of green parenting books blogs about raising eco-friendly kids*



## 5 facts about Cinco de Mayo

Why do we celebrate Cinco de Mayo? Here are five facts to help you understand the importance of this often misunderstood holiday.

Wed, May 02 2012 at 2:00 PM EST



Photo: [WhiteHouse.gov/sxc.hu](http://WhiteHouse.gov/sxc.hu)

What's the big deal about Cinco de Mayo — literally translated as the fifth of May? Here's what you need to know to celebrate the day:

- 1. Cinco de Mayo IS NOT Mexico's Independence Day.** Most Americans confuse this holiday with Mexico's Independence Day, but that date is Sept. 16.
- 2. Cinco de Mayo IS a celebration of the Battle of Puebla.** The holiday commemorates the Mexican Army's 1862 victory over France at the Battle of Puebla during the Franco-Mexican War (1861-1867).
- 3. Cinco de Mayo IS a celebrations of underdogs.** Why make such a big deal over one victory? The win at Puebla was a huge deal for Mexico because the Mexican Army went into the battle as underdogs. They had no training and no equipment and were vastly outnumbered against the well-armed, well-disciplined and well-funded French, who up until that point had defeated them at every turn. Yet, they prevailed.
- 4. Cinco de Mayo IS NOT really a big deal in Mexico.** With all of the fuss around May 5th here in the U.S., you would think it was the biggest holiday in Mexico — but that's not the case. That honor goes to Mexican Independence Day. Still, Mexicans do celebrate the day with family get-togethers, fireworks, dancing and lots of yummy food.

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5. **Cinco de Mayo IS a holiday for everyone to celebrate.** Many towns around the U.S. have festivals, fiestas, dances, fireworks, food and music in honor of the holiday. It's a great time to teach your kids about the culture, people and history of Mexico — or even learn a little yourself.

More information:

- Cinco de Mayo is the anniversary of a battle that took place between the Mexicans and the French in 1862.
- The battle is known as the Battle of Puebla, and it celebrates Mexico's victory over the French. It also marks a turning point in Mexican national pride. A small, poorly armed group of about 4,500 men were able to stop the French invasion of a well-equipped French army that had about 6,500 or even 8,000 soldiers. The victory made the Mexican people very happy, and helped create a feeling of national unity.
- While Cinco de Mayo is a national holiday in Mexico, it is mainly observed in the state capital of Puebla. However, in the United States, it is becoming a popular holiday to celebrate Mexican culture. Kids and families can try delicious Mexican food, listen and dance to Mexican music, make and admire Mexican art, and shop for fun souvenirs and products at markets called "Mercado."
- The largest Cinco de Mayo event in the world is held in Los Angeles, California, where more than 600,000 people celebrate with music and food. The whole event is called Festival de Fiesta Broadway. Two other big festival are held far from Mexico, in Denver, Colorado, and St Paul's, Minnesota, but they draw hundreds of thousands of participants.
- The Cinco de Mayo festival in Chandler, Arizona, is known for its Chihuahuas! There are Chihuahua parade, races and pageants. At the end, a King and Queen of the Chihuahuas are crowned.
- There aren't any specific foods associated with Cinco de Mayo, but traditional Mexican dishes such as enchiladas, burritos, guacamole and tacos are popular.

## September 16—Mexican Independence Day

### Grito de Dolores (Cry of Independence)

The **Grito de Dolores** ("Cry of Dolores") also known as **El Grito de la Independencia** ("Cry of Independence"), uttered from the small town of Dolores, near Guanajuato on September 16, 1810. It is the event that marks the beginning of the Mexican War of Independence. The "grito" was the *pronunciamiento* of the Mexican War of Independence by Miguel Hidalgo y Costilla, a Roman Catholic priest. Since October 1825, the anniversary of the event is celebrated as Mexican Independence Day.

#### The Event

Several criollos were involved in a planned revolt against the Spanish colonial government, when several plotters were betrayed. Fearing his arrest, Hidalgo commanded his brother Mauricio to make the sheriff release the pro-independence inmates there on the night of 15 April. They managed to set eighty free. Around 6:00 am September 16, 1810, Hidalgo ordered the church bells to be rung and gathered his congregation. He addressed the people in front of his church, encouraging them to revolt.

The Battle of Guanajuato, the first major engagement of the insurgency, occurred 4 days later. Mexico's independence would not be effectively declared from Spain in the Declaration of Independence of the Mexican Empire until September 27, 1821, after a decade of war.

There is no scholarly consensus as to what exactly Hidalgo said at the time, as the book *The Course of Mexican History* states "The exact words of this most famous of all Mexican speeches are not known, or, rather, they are reproduced in almost as many variations as there are historians to reproduce them."<sup>[3]</sup>

Hidalgo's Grito did not condemn the notion of monarchy or criticize the current social order in detail, but his opposition to the events in Spain and the current government was clearly expressed in his reference to bad government. The Grito also emphasized loyalty to the Catholic religion, a sentiment with which both Creoles and native Spaniards could sympathize.

This event has since assumed an almost mythic status. Since the late 20th century, Hidalgo y Costilla's "cry of independence" has become emblematic of Mexican independence.

Each year on the night of September 15 at around eleven in the evening, the President of Mexico rings the bell of the National Palace in Mexico City. After the ringing of the bell, he repeats a cry of patriotism (a Grito Mexicano) based upon the "Grito de Dolores", with the names of the important heroes of the Mexican War of Independence and ending with the threefold shout of *¡Viva México!* from the balcony of the palace to the assembled crowd in the Plaza de la Constitución, or Zócalo, one of the largest public plazas in the world. After the shouting, he rings the bell again and waves the Flag of Mexico to the applause of the crowd, and is followed by the playing and mass singing of the Himno Nacional Mexicano, the national anthem. This event draws up to half a million spectators from all over Mexico and tourists worldwide. On the morning of September 16, or Independence Day, the national military parade starts in the Zócalo, passes the Hidalgo Memorial and ends on the Paseo de la Reforma, Mexico City's main boulevard.

A similar celebration occurs in cities and towns all over Mexico, and in Mexican embassies and consulates worldwide, on the 15th or the 16th. The mayor (or governor, in the case of state capitals and ambassadors or consuls in the case of overseas celebrations), rings a bell and gives the traditional words, with the names of Mexican independence heroes included, ending with the threefold shout of *Viva Mexico!*, the bell ringing for the second time, the waving of the Mexican flag and the mass singing of the National Anthem by everyone in attendance. In the 19th century, it became common practice

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for Mexican presidents in their final year in office to re-enact the Grito in Dolores Hidalgo, rather than in the National Palace. President Calderón officiated at the Grito in Dolores Hidalgo as part of the bicentennial celebrations in 2010 on the 16th of September, even though he had to do this first, to launch the national bicentennial celebrations, in the National Palace balcony on the night of the 15th.<sup>[7][8]</sup> As a result, the 2011 commemoration was held in the National Palace balcony instead.

The following day, September 16 is Independence Day in Mexico and is considered a patriotic holiday, or *fiesta patria* (literally, *holiday of the Fatherland*). This day is marked by parades, patriotic programs, drum and bugle and marching band competitions, and special programs on the national and local media outlets, even concerts.

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Traditions Review
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Vocabulary Notebook  
 Supplies for the project that you select  
 Chart paper and pens

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

Traditions are often celebrated through art, food, and music. What special food do you have at your family traditions? What special music do you have at celebrations?

### Content (the "Meat")


#### Vocabulary

**Word for today:** recipe

**Describe:** A recipe lists the supplies and materials that you will need to do something and then gives you the directions on how to accomplish the task. Recipes are often for food, but you can write recipes for math problems and other homework challenges.

Create an entry in your Vocabulary Notebook for the word recipe

**Vocabulary Notebook Sample:**

<b>New Word</b>  recipe	<b>My Description</b>  Directions and ingredients for preparing your favorite food
<b>Personal Connection</b>  My family has a great recipe for spaghetti and meatballs.	<b>Drawing</b>  

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

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

#### Today's Lesson "I do-We do"

Take time to review the last 11 days with the students. Talk with them about what they have learned. Make a chart of the things that they know. Ask him how this information is helpful.

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Review the difference between a habit and a tradition

### Student Practice ("You do") Activity

Here are three activities that you can choose from to celebrate with your program students

#### **God's Eye—Mexico and Latin America**

These are commonly made by the Hichole Indians of Mexico. To make them you will need:  
Popsicle Sticks, variegated yarn (yarn of many colors)

##### **Directions:**

1. Take the two popsicle stick and place them in a cross shape.
2. Hold these two sticks together by creating an "X" at the joint. Cross the X over 4 times.
3. Begin weaving the yarn around the sticks. Working either clockwise or counter-clockwise, move the yarn behind the top stick, back over the top stick, behind the bottom stick, over the bottom stick, behind the top stick, back over the top stick, behind the bottom stick, over the bottom stick. At this point you should have gone all the way around.
4. Repeat until you have covered the sticks with yarn.

#### **Munchy Dreidels**

Dreidels are an old-fashioned top that Jewish children play with. Today you can make a dreidel that the children can eat.

##### **Ingredients:**

- Pretzels
- Hershey Kisses
- Chocolate frosting
- Large marshmallows

##### **Directions:**

1. Unwrap the Hershey Kiss
2. Using frosting, stick the Hershey Kiss to the marshmallow
3. Stick the pretzel into the top of the marshmallow
4. Enjoy
5. You might want to have the students make 2-3 each.

#### **Mexican Hat Dance**

The Mexican Hat Dance is easy to learn and a lot of fun. You will need to have a CD Player and a copy of the music.

##### **Directions:**

###### Part 1

1. You are going to shuffle your feet back and forth with a hop—right, left, right in this manner: right foot out in front, balanced on your heel (count 1), switch, left foot out in front, balanced on your heel (count 2), repeat with right foot (count 3)
2. Clap two times in quick succession
3. Repeat, beginning with the left foot, moving left, right, left
4. Clap two time in quick succession
5. Repeat two more times.



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<p>Part 2</p> <ol style="list-style-type: none"> <li>1. Clap, clap, clap, Ole</li> <li>2. Clap, clap, clap, Ole</li> <li>3. Clap, clap, clap, Ole</li> <li>4. Clap, clap, clap, Ole</li> </ol> <p>Begin Part 1 over</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>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

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

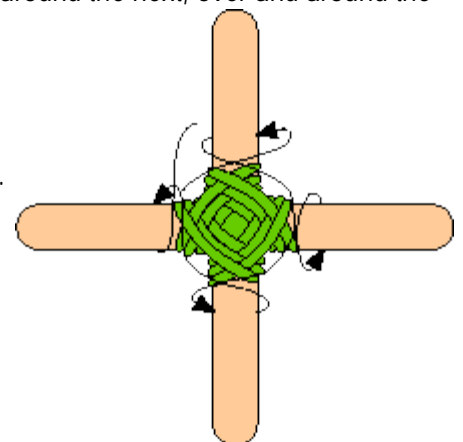


## What you'll need:

- String or yarn in several colors
- 2 Popsicle or craft sticks
- Glue
- Scissors

## How to make it:

1. Glue the two craft sticks together in a cross.
2. Take one color of yarn and wrap it over and around one stick, then over and around the next, over and around the next, and so on. Keep doing that until the color is used up.
3. Tie a different color string onto the old one with a tight knot.
4. Repeat steps 2 + 3 until complete.
5. Take a piece of string for a hanger, cut it, and tie or glue it to your God's Eye. Hang it up in your room to enjoy.



<http://crafts.kaboose.com/gods-eyes.html>

# Dreidel Pictures



<http://theshiksa.com/2010/12/03/candy-dreidels/>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	One Minute Predictions and Partner Share
<b>Focus:</b>	Synonyms, Ending Punctuation, Predicting

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### 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

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word cry. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “cry”.</p> <p>sob, weep, tear, sigh, hysterics, blubber, bawl, snivel, whimper, whine.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from cry to the word that means the most cry, placing all of the words in between. When making this list, start with the word “cry” on the top of the page, and the word that means the most cry on the bottom.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</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>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>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>Review with students the use of the period, question mark, exclamation point, a comma, and</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</p>

## Consult 4 Kids Lesson Plans

<p>quotation marks around words that are being said by a person.</p> <p><b>Say What?</b> The purpose of this game is to practice the punctuation that is needed in each of the sentences.</p> <p><u><b>Directions:</b></u> With a vis-à-vis pen, add the missing punctuation in these sentences. Punctuation includes: . ? ! , ""</p>	<p>these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

Joan Jim and Mary are going to Los Angeles

Will your dad give us a ride home

I am excited about winning

John asked Will you come

I am busy now said Sue

Today is March 4 2004

Our flag is red white and blue

What is your name

Yahoo it's my birthday

I will go with you said Mary

She shouted Jump jump jump

I rode my bike on Saturday

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Synonym Select and Go Fish
<b>Focus:</b>	Fluency, Synonyms, Syllables

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonym Select</b></p> <p>The purpose of this activity is to match synonyms, words that mean the same. With this Synonym Deck we play four different games: <b>Go Fish!</b>, <b>Match 'Em</b>, <b>Concentration</b> and <b>Fill in the Blanks</b></p> <p><b>Go Fish!</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide the students into trios.</li> <li>2. Shuffle the deck of cards and deal them out until all are distributed.</li> <li>3. Player #1 then asks for a synonym for his/her card and names the synonym that he/she is looking for.</li> <li>4. He/she asks a specific player, and if he/she gets the card, then he/she places the pair in front.</li> <li>5. Play now moves to the second player.</li> <li>6. Player #2 competes in the same way as does Player #3.</li> <li>7. Play is over when all cards are paired.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>



## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><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>Syllables</b> Syllables are the natural parts of a word. You can hear the syllables in a word when you pay attention to the rhythm of the word.</p> <p><b>Syllable Count</b></p> <p><b>Directions:</b> Player sorts the words by the number of syllables he/she hears in each word: 1, 2, 3, or 4.</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 an understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>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> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Syllables

ice	pillows	Snickers
basketball	carousel	elephant
bear	deer	crayons
helicopter	piano	tarantula
tiger	monkey	bed
octopus	giraffe	alligator
lion	horse	computer

## Synonym Cards

beautiful	pretty	small	tiny
scream	yell	angry	mad
sleepy	tired	dislike	hate

## Consult 4 Kids Lesson Plans

friend	buddy	sad	unhappy
finished	completed	started	began
quiet	silent	old	ancient
talk	speak	rich	wealthy

## Consult 4 Kids Lesson Plans

cry	weep	draw	illustrate
lost	missing	happy	cheerful
sick	ill	bad	awful
large	huge	hard	difficult

## Consult 4 Kids Lesson Plans

easy	cinchy	nice	kind
fly	soar	high	elevated
low	squat	good	fine
clean	unsoiled	dirty	filthy

Consult 4 Kids Lesson Plans

light

illuminate

sweet

sugary

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	10 or Less and Synonyms
<b>Focus:</b>	Synonyms, Contractions, Summarizing

**Materials:**

Activity at end of lesson plan

White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### 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

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> 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.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word laugh. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “laugh”.</p> <p>chuckle, giggle, tee-hee, smile, guffaw, chortle, snigger, snort, hoot, cackle.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from laugh to the word that means the most laugh, placing all of the words in between. When making this chart, put the word laugh at the bottom and the word that represents the most “laugh” is on the top.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</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>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>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</p>

## Consult 4 Kids Lesson Plans

<p>You worked on this concept yesterday. What tips would you have to give someone else so they could play this game more effectively? What would you tell them to “watch out” for? Students should play with a different partner from yesterday.</p> <p><b>Contraction Concentration</b>  <b><u>Directions:</u></b></p> <ol style="list-style-type: none"> <li>1. Turn the card face down in a grid, like Concentration.</li> <li>2. First player turns over two cards. If they match, he she keeps the cards. If they do not match, player turns them face down.</li> <li>3. Second player repeats step 2. Alternated until game is over.</li> </ol>	<p>have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>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> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Contraction Concentration

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't
are not	aren't	would not	wouldn't
do not	don't	will not	won't
was not	wasn't	should not	shouldn't

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Say What
<b>Focus:</b>	Fluency, Antonyms, Ending Punctuation

**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?

### Content (the "Meat")

#### Fluency

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**Repeated Reading Process**

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

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

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

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

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

## Consult 4 Kids Lesson Plans

<p style="text-align: center;">students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b></p> <p>Yesterday and the day before you made charts for all of the words that you could think of that mean the same or nearly the same as "laugh" and "cry". Today, put the list with the "laugh" synonyms on top and the list with the "cry" synonyms on the bottom. You now have a continuum of words from the smallest emotion of unhappiness to the biggest emotion of happiness.</p> <p>Have students read through the words and quiz each other on the opposites of each word.</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>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>You worked on this concept yesterday. What tips would you have to give someone else so they could play this game more effectively? What would you tell them to "watch out" for? Students should play with a different partner from yesterday.</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

### Say What?

The purpose of this game is to practice the punctuation that is needed in each of the sentences.

Use quotation marks in direct quotes.

#### Directions:

With a vis-à-vis pen, add the missing punctuation in these sentences. Punctuation includes: .

? ! , ""

### 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!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Say What?

Joan Jim and Mary are going to Los Angeles

Will your dad give us a ride home

I am excited about winning

John asked Will you come

I am busy now said Sue

Today is March 4 2004

Our flag is red white and blue

What is your name

Yahoo it's my birthday

I will go with you said Mary

She shouted Jump jump jump

I rode my bike on Saturday

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Identify S or ES
<b>Focus:</b>	Clarifying, Synonyms, s or es

**Materials:**

Activity at end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### 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

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> 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).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word little. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as "little". tiny, small, wee, minute, microscopic, diminutive, undersized, miniscule, petite, elfin.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from little to the word that means the most little, placing all of the words in between. When making this list, start with the word "little" on the top of the page, and the word that means the most little on the bottom.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</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>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,</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

## Consult 4 Kids Lesson Plans

<p>punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>You worked on this concept yesterday. What tips would you have to give someone else so they could play this game more effectively? What would you tell them to “watch out” for? Students should play with a different partner from yesterday.</p> <p><b>Identify use of s or es</b>  <b><u>Directions:</u></b></p> <p>Player sorts the words into “s” or “es” column based on which would be added to the word.</p> <p>Example:</p> <p>Cat would be in the “s” column because when you add “s” it becomes cats.          Reach would be in the “es” column because when you add “es” it becomes reaches.</p>	<p>conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

s

es

mix
wash
toss
watch
work
play
leap
feed
talk
crawl
wait
pass
wish
ask
reach

cover
burn
pitch
sing
buzz
miss
march
class
fix
dress
press
jump
cross
climb
box

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Find the Evidence and S or ES
<b>Focus:</b>	Fluency, Predicting, s or es

**Materials:**

Activity at end of lesson plan

White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### 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

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student’s vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word big. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “big”.</p> <p>large, giant, huge, oversized, bulky, colossal, enormous, massive, gargantuan, mammoth (a word like grande could also be used).</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from big to the word that means the most big, placing all of the words in between. When making this chart, put the word big at the bottom and the word that represents the “biggest” is on the top.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</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</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check</p>

## Consult 4 Kids Lesson Plans

<p>used as a “when homework is finished” activity. Identify use of s or es</p> <p><b><u>S or ES</u></b> <b><u>Directions:</u></b></p> <p>Player sorts the words into “s” or “es” column based on which would be added to the word.</p> <p><b>Example:</b></p> <p>Cat would be in the “s” column because when you add “s” it becomes cats. Reach would be in the “es” column because when you add “es” it becomes reaches.</p>	<p>in with kids to determine if they have an understanding of these key elements.</p>
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Closing
<p><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<p><b>Debrief</b></p> <p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.  <b>I:</b> Interpret that activity to your own experience and your own school work.  <b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.  <b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

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

s

es



mix
wash
toss
watch
work
play
leap
feed
talk
crawl
wait
pass
wish
ask
reach

cover
burn
pitch
sing
buzz
miss
march
class
fix
dress
press
jump
cross
climb
box

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Match 'Em and Chunk Reading
<b>Focus:</b>	Fluency, Summarizing, Syllables

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### 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

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Chunk Reading:</b> 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: <u>“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.”</u></p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Match ‘em!</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Before you begin play, divide the cards into two piles. In pile one put one of the 2 cards that are pairs, and in the second pile, put the matching card.</li> <li>2. Take one of the piles and placed them face up in a 5 x 6 grid.</li> <li>3. Take the second pile of cards and shuffle.</li> <li>4. Player #1 draws a card and places it on the card that is a synonym.</li> <li>5. Player #2 does the same.</li> <li>6. When all cards are covered the game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>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>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</p>

## Consult 4 Kids Lesson Plans

<p>You worked on this concept yesterday. What tips would you have to give someone else so they could play this game more effectively? What would you tell them to “watch out” for? Students should play with a different partner from yesterday.</p> <p><b>Syllable Count</b></p> <p><b>Directions:</b> Player sorts the words by the number of syllables he/she hears in each word: 1, 2, 3, or 4.</p>	<p>have and understanding of these key elements.</p>
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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> <ul style="list-style-type: none"> <li>Ask students to think about what they did today.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Syllables

ice	pillows	Snickers
basketball	carousel	elephant
bear	deer	crayons
helicopter	piano	tarantula
tiger	monkey	bed
octopus	giraffe	alligator
lion	horse	computer

## Synonym Cards

beautiful	pretty	small	tiny
scream	yell	angry	mad
sleepy	tired	dislike	hate

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friend	buddy	sad	unhappy
finished	completed	started	began
quiet	silent	old	ancient
talk	speak	rich	wealthy

## Consult 4 Kids Lesson Plans

cry	weep	draw	illustrate
lost	missing	happy	cheerful
sick	ill	bad	awful
large	huge	hard	difficult



## Consult 4 Kids Lesson Plans

easy

cinchy

nice

kind

fly

soar

high

elevated

low

squat

good

fine

clean

unsoiled

dirty

filthy

Consult 4 Kids Lesson Plans

light

illuminate

sweet

sugary

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Contraction Concentration
<b>Focus:</b>	Antonyms, Questioning, Contractions

**Materials:**

Activity at end of lesson plan  
White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### 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*

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

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

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b></p> <p>Yesterday and the day before you made charts for all of the words that you could think of that mean the same or nearly the same as "big" and "little". Today put the list with the "big" synonyms on top and the list with the "little" synonyms on the bottom. You now have a continuum of words from the smallest of small to the biggest of big.</p> <p>Have students read through the words and quiz each other on the opposites of each word.</p> <p>When you have completed this have each pair of students use three different words in a sentence.</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>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>Contraction Concentration</b></p> <p>The purpose of this activity is to practice common contractions. A contraction is a word that is</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</p>

## Consult 4 Kids Lesson Plans

made from two words, replacing one or more letters with an apostrophe. The most common contraction combines the word not with another verb. In this case, the letter "o" in not is replaced with an apostrophe (n't)

these key elements.

### Contraction Concentration

#### Directions:

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

### 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!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Contraction Concentration

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't
are not	aren't	would not	wouldn't
do not	don't	will not	won't
was not	wasn't	should not	shouldn't

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Three Words and Concentration
<b>Focus:</b>	Fluency, Predicting, Abbreviations

**Materials:**

Activities at the end of the lesson plan

White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### 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

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Concentration</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle all of the cards together.</li> <li>2. Make a 5 x 5 grid cards placed word down. Place the remaining cards in a pile, word down.</li> <li>3. Player #1 turns over two cards. If the cards match, then Player #1 takes the two cards and replaces them with the cards that are in the pile remaining.</li> <li>4. Player #2 then takes his/her turn.</li> <li>5. Play continues until all of the cards are matched into pairs.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title 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,</p>	<p>Often, this activity will be centered on a game to provide</p>



## Consult 4 Kids Lesson Plans

punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

### **Make It Short!**

The purpose of this activity is to practice the abbreviations for the months of the year and days of the week

### **Make It Short!**

This activity is played like Go Fish and is played with 3 people.

1. Deal all of the cards out to 3 players.
2. Player #1 then asks for the abbreviation of either a month or a day of the week.
3. If he/she gets the abbreviation asked for, then he/she places the math in front of them and the play moves to player 2.
4. Play continues until all matches are made.

practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Closing

#### Review

Say:

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

#### Debrief

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!)**

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Abbreviations—Cut It Short!

January	Jan.	February	Feb.
March	Mar.	May	May
June	June	July	Jul.

Consult 4 Kids Lesson Plans

August	Aug.	September	Sept.
October	Oct.	November	Nov.
April	Apr.	December	Dec.
Sunday	Sun.	Monday	Mon.

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Tuesday	Tues.	Wednesday	Wed.
Thursday	Thurs.	Friday	Fri.
Saturday	Sat.		

## Synonym Concentration Cards

beautiful	pretty	small	tiny
scream	yell	angry	mad
sleepy	tired	dislike	hate

## Consult 4 Kids Lesson Plans

friend	buddy	sad	unhappy
finished	completed	started	began
quiet	silent	old	ancient
talk	speak	rich	wealthy

## Consult 4 Kids Lesson Plans

cry	weep	draw	illustrate
lost	missing	happy	cheerful
sick	ill	bad	awful
large	huge	hard	difficult

## Consult 4 Kids Lesson Plans

easy	cinchy	nice	kind
fly	soar	high	elevated
low	squat	good	fine
clean	unsoiled	dirty	filthy



Consult 4 Kids Lesson Plans

light

illuminate

sweet

sugary

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Silly Questions and Fill In The Blanks
<b>Focus:</b>	Fluency, Clarifying, Abbreviations

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### 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

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Independent Timed Reading:</b> 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</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Fill in the Blanks</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place the cards face up in rows.</li> <li>2. Place the game board in front of the players.</li> <li>3. Player #1 selects a pair of cards that can fill in the blank of one of the sentences, picks up the cards, reads the sentence, replacing the blank with both words. If it makes sense, he/she keeps the pair of cards. If not, then the cards are returned to the rows.</li> <li>4. Player #2 then continues the play in the same way.</li> <li>5. Game is over when all cards are off the board and all sentences have been matched.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>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>Often, this activity will be centered on a game to provide</p>

## Consult 4 Kids Lesson Plans

<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>You worked on this concept yesterday. What tips would you have to give someone else so they could play this game more effectively? What would you tell them to “watch out” for? Students should play with a different partner from yesterday.</p> <p><b>Make It Short!</b> The purpose of this activity is to practice the abbreviations for the months of the year and days of the week</p> <p><b>Make It Short!</b> This activity is played like Go Fish and is played with 3 people.</p> <ol style="list-style-type: none"> <li>1. Deal all of the cards out to 3 players.</li> <li>2. Player #1 then asks for the abbreviation of either a month or a day of the week.</li> <li>3. If he/she gets the abbreviation asked for, then he/she places the math in front of them and the play moves to player 2.</li> <li>4. Play continues until all matches are made.</li> </ol>	<p>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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<b>Closing</b>
<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>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> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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### Cut It Short!

January	Jan.	February	Feb.
March	Mar.	May	May
June	June	July	Jul.

Consult 4 Kids Lesson Plans

August	Aug.	September	Sept.
October	Oct.	November	Nov.
April	Apr.	December	Dec.
Sunday	Sun.	Monday	Mon.

Consult 4 Kids Lesson Plans

Tuesday	Tues.	Wednesday	Wed.
Thursday	Thurs.	Friday	Fri.
Saturday	Sat.		

### Fill In The Blanks Words

beautiful	pretty	small	tiny
scream	yell	angry	mad
sleepy	tired	dislike	hate
friend	buddy	sad	unhappy
finished	completed	started	began
quiet	silent	old	ancient
talk	speak	rich	wealthy
cry	weep	draw	illustrate
lost	missing	happy	cheerful
sick	ill	bad	awful
large	huge	hard	difficult
easy	cinchy	nice	kind
fly	soar	high	elevated
low	squat	good	fine
clean	unsoiled	dirty	filthy



Consult 4 Kids Lesson Plans

light

illuminate

sweet

sugary

## Fill In The Blanks Words—Sentences

She has a _____ face.	He has a _____ foot.
Please do not _____ at me.	I think he is _____ about that.
After being awake for 24 hours, she is _____.	I _____ to eat liver.
She is my best _____.	Not having a bike made him very _____.
She _____ her homework just before she went home.	The game _____ on time.
He was _____ about his belief in the importance of eating breakfast.	They went on a visit to the _____ ruins.
I will _____ to him about my concerns.	We live in a _____ country.
Falling on the cement and skinning her knee made her _____.	Can you _____ that idea?
She went for a walk in the park and now she is _____.	When he left the party he was _____.
Have you been _____ with the flu for more than 24 hours?	She took a big bite of the bitter chocolate and said, "That's _____!"
The elephant is _____!	It is very _____ to ride your bicycle without using your hands.
I have practiced my math facts so long that now they are _____.	He is such a _____ man.
I watched the bird _____ into the sky as they flew South.	He certainly holds his mentor in _____ regard.

### Consult 4 Kids Lesson Plans

The chair has short legs, it is _____ to the ground.	The weather outside is sunny and warm, it is a _____ day.
The dishes in the dishwasher are _____.	After rolling around in the mud the dog was _____.
Will you _____ the way for us with your torch?	The candy was too _____.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Fill In The Blanks and Review
<b>Focus:</b>	Questioning and Review

**Materials:**

Activities from Days 1 – 10  
White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the “Meat”)

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary. Give students an opportunity to participate in the activity of choice during this period today. Have them choose from:</p> <p><b>Concentration</b> <b>Go Fish!</b> <b>Match 'Em</b> <b>Fill In the Blanks</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>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. Summarizing: Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</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. Give students an opportunity to participate in the activity of choice during this period today. Have them choose from:</p> <p><b>Syllable Count</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

<b>Contractions Concentration</b> s or es <b>Say What?</b> <b>Make It Short</b>	
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<b>Closing</b>
<p style="text-align: center;">Review</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;">Debrief</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> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Syllables and Proper Nouns
<b>Focus:</b>	Vocabulary, Predicting, and Capitalizing Proper Nouns

**Materials:**

Activities at the end of the lesson plan—Syllables vc/cv, and Proper Nouns  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the “Meat”)

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Syllables—vc/cv</b> Words are made up of chunks of sounds. These chunks are called syllables. When you tap out each syllable it is like tapping out a “beat”. You can tell how many syllables are in a word by tapping or clapping your hands for each “beat”.</p> <p><b>Example:</b> If you say cat, you would have one “beat”, however if you say the word “kitten” you would have two beats. Syllables divide in specific ways. One of the rules about dividing words into syllables is that if the pattern of the word is v-c-c-v, then you would divide the word between the two consonants. You would draw a line so that the division of the syllables looks like this: v c / c v. In the word “happy” you can hear two beats. The word would divide hap / py. Another example would be letter. You would divide the word with in this way: let / ter, a v c / c v pattern</p> <p><b>Syllables—vc/cv</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair of students a list of words.</li> <li>3. Students as a team must first decide how many “chunks” they hear. If they hear more than one, then they will determine how to divide the word based on the vc/cv pattern.</li> <li>4. As students determine that a word has more than one syllable, he/she will write the word on the white board by syllables. Remember, the rule is vc / cv.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>



## Consult 4 Kids Lesson Plans

<p><b>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 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>Proper Nouns</b> can also be special times including the names of holidays, months of the year, days of the week</p> <p>Example:</p> <p style="padding-left: 20px;">         january          fourth of july          tuesday would be corrected to          January          Fourth of July          Tuesday     </p> <p><b>Proper Nouns—Special Times</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board, pen/crayon, and set of Special (Proper) or Not Special (common) Cards.</li> <li>3. Students prepare the white board with two columns, labeling one Special, and the other Not Special.</li> <li>4. Students draw a card and decide whether to place it in Special or Not Special column (note: all cards will begin with Capital Letters).</li> <li>5. When all cards are sorted, students will select 2 Special Places--Proper Nouns and 2 Not Special-Common Nouns and write a sentence.</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!)

Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade—Syllables

List #2—Divide vc / cv

wonder	until	bottom
better	window	slender
infant	supper	center
under	forgot	fifty
enter	target	complain
mistake	tension	matter
comment	mangrove	expert
mention	gesture	carcass

Consult 4 Kids Lesson Plans

picnic	custom	little
hammer	rafter	shallow
marble	rainbow	middle
settle	mellow	thinner
folder	princess	differ
rafter	marvel	ladder
caddy	sample	include

Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Proper Nouns—Special Days—Day 9

Monday	Tuesday	Wednesday
Thursday	Friday	Saturday
Sunday	January	February
March	April	May
June	July	August
September	October	November
December	New Year's Day	St. Patrick's Day

Thanksgiving	Valentine's Day	4 <sup>th</sup> of July
Christmas	Hanukkah	Easter
Presents	Turkey	Calendar
Leprechaun	Hearts	Shamrocks
Flowers	Kites	Eggs
Snow	Socks	Gold
Clover	Resolution	Celebration

Consult 4 Kids Lesson Plans



Pumpkins	Carving	Pie
Gravy	Family	Mistletoe
Cards	Candy	Valentines
Love	Wishes	Fireworks

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Syllables and Addresses
<b>Focus:</b>	Vocabulary, Summarizing, and Proper Nouns

**Materials:**

Activities at the end of the lesson plan—Syllables v/cv and Proper Nouns-Addresses  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the “Meat”)

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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



## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b>  <b>Chunk Reading:</b> 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:  <u>“Once upon a time</u> there was a prince who wanted to marry a princess; <u>but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Words are made up of chunks of sounds. These chunks are called syllables. When you tap out each syllable it is like tapping out a “beat”. You can tell how many syllables are in a word by tapping or clapping your hands for each “beat”.</p> <p><b>Example:</b> If you say cat, you would have one “beat”, however if you say the word “kitten” you would have two beats.</p> <p>Syllables divide in specific ways. One of the rules about dividing words into syllables is that if the pattern of the word is v-c-v, then you would divide the word after the first vowel and before the consonant. You would draw a line so that the division of the syllables looks like this:  v / cv. In the word “frequent” you can hear two beats. The word would divide fre / quent. Another example would be cider (the juice you can get from apples). It would divide ci / der or a v /cv pattern.</p> <p><b>Syllables—v/cv</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair of students a list of words.</li> <li>3. Students as a team must first decide how many “chunks” they hear. If they hear more than one, then they will determine how to divide the word based on the v / cv pattern.</li> <li>4. As students determine that a word has more than one syllable, he/she will write the word on the white board by syllables. Remember, the rule is v / cv.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p 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>Proper Nouns</b> can also be addresses including the names of streets, cities and states.          Example:          231 white street          bakersfield, california would be corrected to          231 White Street          Bakersfield, California</p> <p><b>Proper Nouns—Addresses</b>  <b>Divide students into pairs</b></p> <ol style="list-style-type: none"> <li>1. Give each pair a set of address labels that need to be written correctly.</li> <li>2. Give each pair of students a white board, pen/crayon.</li> <li>3. Students should select one card at a time and write the address correctly on the white board.</li> <li>4. Activity is over when students have practiced with all of the address labels, writing them correctly on the white board.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

## Consult 4 Kids Lesson Plans

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

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

Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade—Syllables

List #1—Divide v / cv













behind	return	request
famous	demand	decide
human	super	began
local	beside	future
silence	relax	over
motor	later	relief
locate	repair	remain
before	pirate	humor

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betray	odor	belong
secret	lazy	even
laden	shaven	propel
sober	diver	silent
music	broken	evil
climax	Roman	silent
finance	baby	table

Consult 4 Kids Lesson Plans

2nd Grade Proper Nouns—Addresses, Day 8

 5821 jones avenue los angeles, california	 293 4 <sup>th</sup> Street boise, idaho	 3089 Linda Way Seattle, Washington
 2079 brandon court san diego, california	 621 5 <sup>th</sup> avenue new york, new york	 8900 cattle drive miami, florida
 1582 shelby road belden, utah	 6011 franklin place austin, texas	 231 rodeo drive hollywood, california
 15 parkway circle norris, arizona	 6900 golf drive taos, new mexico	 13 candy cane lane claus, north pole

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Syllables and Which One
<b>Focus:</b>	Vocabulary, Clarifying, Single and Plural Nouns

**Materials:**

Syllable Lists #1 and #2 (Days 8 and 9)  
 Singular and Plural Nouns (at end of lesson plan)  
 White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

**Repeated Reading Process**

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

**\*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

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.

#### Syllables: v/cv and vc/cv

Words are made up of chunks of sounds. These chunks are called syllables. When you tap out each syllable it is like tapping out a "beat". You can tell how many syllables are in a word by tapping or clapping your hands for each "beat".

**Example:** If you say cat, you would have one "beat", however if you say the word "kitten" you would have two beats.

Syllables divide in specific ways. One of the rules about dividing words into syllables is that if the pattern of the word is v-c-v, then you would divide the word after the first vowel and before the consonant. You would draw a line so that the division of the syllables looks like this:

v / cv. In the word "frequent" you can hear two beats. The word would divide fre / quent. Another example would be cider (the juice you can get from apples). It would divide ci / der or a v / cv pattern.

Another of the rules about dividing words into syllables is that if the pattern of the word is v-c-c-v, then you would divide the word between the two consonants. You would draw a line so that the division of the syllables looks like this:

v c / c v. In the word "happy" you can hear two beats. The word would divide hap / py. Another example would be letter. You would divide the word with in this way: let / ter, a v c / c v pattern

In this activity students will determine whether the words should be divided using the v / cv or vc/cv pattern.

#### Which One?

##### Directions:

Divide students into trios.

Give each trio a white board, pen/crayons, and a set of Syllable Cards.

Students prepare the white board by dividing it into two columns, labeling the first.

**v / c v** and the second column **v c / c v**.

Students then review each of the word and place them under the correct column to show how each word would be divided into syllables.

### 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>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>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>A <b>singular noun</b> names one person, place or thing, a plural noun names more than one person, more than one place, or more than one thing. <b>Examples:</b>  singular—noodle  plural—noodles</p> <p><b>Singular and Plural Nouns</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 deck of sentence cards, white board and pens/crayons.</li> <li>3. On the white board, students should create two columns, labeling 1 column <b>Singular</b> and the second column, <b>Plural</b>.</li> <li>4. Working together, students select a sentence card and determine if the noun is singular or plural.</li> <li>5. Students then write the noun on the white board under the correct column.</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 Nouns—Singular and Plural—Day 10

balloon	shirt	spot	dog
cat	circle	square	triangle
oval	diamond	octagon	bee
frog	turtle	snail	log
flower	ground	critter	umbrella
answer	trophy	card	train
friend	package	girl	pig

birds	bugs	trees	branches
bushes	plants	foxes	peaches
cartons	wishes	dresses	glasses
babies	pennies	stories	flies
berries	ponies	bunnies	buddies
leaves	teeth	children	mice
women	people	feet	men

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Synonym Match
<b>Focus:</b>	Vocabulary, Clarifying and Noun Categories

### Materials:

Synonym Cards at the end of the lesson plan  
 Noun Cards from Day 1  
 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

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### Content (the "Meat")

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#### Repeated Reading Process

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

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

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

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b> are two or more words that mean about the same thing. Examples are beautiful and pretty, short and small, laugh and giggle. If you have a synonym pair you could say, "Beautiful means about the same thing as pretty."</p> <p>Make a chart of the synonym pairs and review with the students.</p> <p><b>Synonym Match</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of synonym cards.</li> <li>3. Students make a 5 x 5 grid between them, cards face down.</li> <li>4. Player 1 turns over two cards and if they are synonyms for one another, he/she takes the cards and replaces them with any remaining cards.</li> <li>5. Player 2 then takes his/her turn, following the same guidelines.</li> <li>6. Play continues until all cards are matched.</li> <li>7. Player with the most matches wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>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.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Students will use all decks of words that are nouns.</p> <p><b>Noun Categories</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of three.</li> <li>2. Give each group of three a full set of Common and Proper Noun Cards.</li> <li>3. Three columns, list of words, sort into the three categories—person, place, thing.</li> <li>4. When sorting is done, group should select one common and one proper noun from each column and write a sentence.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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

beautiful	pretty	small	tiny
scream	yell	angry	mad
sleepy	tired	hop	skip
dislike	hate	friend	buddy
sad	unhappy	finished	completed
quiet	silent	noisy	loud
old	ancient	new	fresh
talk	speak	poor	broke
cry	weep	smile	grin



## Consult 4 Kids Lesson Plans

draw	illustrate	icy	chilly
huge	big	swift	quick
cheerful	happy	choose	select
run	race	purchase	buy
great	terrific	easy	simple
hot	burning	heavy	weighty
warm	tepid	stand	place
thirsty	parched	arid	dry
dirty	soiled	clean	spotless

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Synonym Pairs List

beautiful	pretty
small	tiny
scream	yell
angry	mad
sleepy	tired
hop	skip
dislike	hate
friend	buddy
sad	unhappy
finished	completed
quiet	silent
noisy	loud
old	ancient
new	fresh
talk	speak
poor	broke
cry	weep
smile	grin
draw	illustrate
icy	chilly
huge	big
swift	quick
cheerful	happy
choose	select
run	race
purchase	buy
great	terrific
easy	simple
hot	burning
heavy	weighty
warm	tepid
stand	place
thirsty	parched
arid	dry
dirty	soiled
clean	spotless

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Antonym Match and Alphabetical Order
<b>Focus:</b>	Vocabulary, Summarizing, and Alphabetical Order

### Materials:

Antonym activity at end of lesson plan  
 Noun Cards from Lesson 1  
 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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> 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.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b> are words that mean the opposite of one another. For example, high is an antonym to low, sun is an antonym to moon. If you were to have to words that are antonyms you could say: "The opposite of high is low".</p> <p>Make a chart of the antonym pairs and review with the students.</p> <p><b>Antonym Match</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of antonym cards.</li> <li>3. Students make a 5 x 5 grid between them, cards face down.</li> <li>4. Player 1 turns over two cards and if they are antonyms for one another, he/she takes the cards and replaces them with any remaining cards.</li> <li>5. Player 2 then takes his/her turn, following the same guidelines.</li> <li>6. Play continues until all cards are matched.</li> <li>7. Player with the most matches wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>will this information apply to your life?</p> <p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Alphabetical Order #1</b> Students will utilize the Common and Proper Nouns Decks to do this activity.</p> <p><b>Alphabetical Order #1</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board, pen/crayon, and deck of cards.</li> <li>3. Students work together to put the words in alphabetical order.</li> <li>4. When students are satisfied that the words are in the correct order, they write the words on the white board.</li> <li>5. Students trade white boards with another group.</li> <li>6. A point is given for every correct response.</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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>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>

2<sup>nd</sup> Grade Antonyms

hot	cold	summer	winter
long	short	heavy	light
cheerful	sad	full	empty
on	off	slow	fast
easy	hard	yell	whisper
wet	dry	soft	hard
asleep	awake	tired	rested
stand	sit	tall	short
funny	serious	dirty	clean

## Consult 4 Kids Lesson Plans

smooth	rough	melted	solid
first	last	outside	inside
sun	moon	boy	girl
early	late	dull	bright
remember	forget	down	up
wrong	right	ugly	pretty
high	low	young	old
fresh	stale	stop	go
sick	well	neat	sloppy

## 2<sup>nd</sup> Grade Antonym List

hot	cold
summer	winter
long	short
heavy	light
cheerful	sad
full	empty
on	off
slow	fast
easy	hard
yell	whisper
wet	dry
soft	hard
asleep	awake
tired	rested
stand	sit
tall	short
funny	serious
dirty	clean
smooth	rough
melted	solid
first	last
outside	inside
sun	moon
boy	girl
early	late
dull	bright
remember	forget
down	up
wrong	right
ugly	pretty
high	low
young	old
fresh	stale
stop	go
sick	well
neat	sloppy



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Go Fish and Antonyms
<b>Focus:</b>	Vocabulary, Predictions, and Alphabetical Order

**Materials:**

Antonyms from Day 4  
 Noun Cards from Day 1  
 White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

### Content (the "Meat")

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b> are words that mean the opposite of one another. For example, high is an antonym to low, sun is an antonym to moon. If you were to have to words that are antonyms you could say: "The opposite of high is low".</p> <p>Make a chart of the antonym pairs and review with the students.</p> <p><b>Go Fish</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio a deck of Antonym Cards.</li> <li>3. Deal out three cards to each player and put the remaining cards in the center.</li> <li>4. Player 1 asks a specific player for a card that will create an antonym pair with one of his/her words. If the player asked, has the word, then he/she gives it Player 1 who lays down a match. If he/she does not have the match, then he/she says, "Go Fish", and Player 1 must draw a card from the pile.</li> <li>5. Player 2 plays following the same pattern.</li> <li>6. Play is over when all pairs have been made.</li> <li>7. Player with the most cards wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<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>Alphabetical Order #2</b> Students will utilize the Common and Proper Nouns Decks to do this activity.</p> <p><b>Alphabetical Order #2</b> <b>Before, After, or In-Between</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board, pen/crayon, and deck of cards.</li> <li>3. Student draws 3 cards and decide which order the words go in.</li> <li>4. Students create three columns on the white board and label the columns—Before, In Between, and After.</li> <li>5. After ordering the three words, they enter the words in the correct column—placing the middle word in the middle column and then enter the word that comes before and the word that comes after.</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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Compounds, Go Fish, and Charades
<b>Focus:</b>	Vocabulary, Clarifying, and Common and Proper Nouns

### Materials:

Activities from Lesson 1  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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<p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> 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).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>During the next 11 days you will spend several days working with compound words.</p> <p>A compound word is a single word made by putting two words together in a new word with its own meaning. Example:</p> <p style="padding-left: 20px;"><b>birth + day = birthday</b>  <b>rail + road = railroad</b>  <b>rain + bow = rainbow</b></p> <p>You will have a deck of Compound Word cards and you will play different games-- Concentration, Go Fish, and a Game Board activity.</p> <p>Review the list of compound words with the students (write on the board or a chart).</p> <p><b>Compound Go Fish</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Group students in trios.</li> <li>2. Give each trio a deck of Compound Cards.</li> <li>3. Deal 5 cards to each player.</li> <li>4. Player 1 asks another player for a word to combine with his/her word to make a compound word (word must be specifically asked for). If player provides the word, then a match is made and laid down. If no match is made, then the person has to draw a card.</li> <li>5. Play continues until all cards are drawn and matched.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>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.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>A noun is a word that names a person, place or thing. Examples:          person—boy, student, governor          place—park, street, store          thing—toy, dish, ball</p> <p>A proper noun is a specific person, place or thing.          Examples:              boy—John              street—Lori Street              shoe—Nike</p> <p>You will use the same deck of cards that you used yesterday.</p> <p><b>Common and Proper Nouns</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 deck of cards, white board and pen/crayons.</li> <li>3. Students create two columns on white board, label one column “Common” and the second column “Proper”.</li> <li>4. Shuffle cards.</li> <li>5. Player 1 draws a card and determines whether to place the cards under the Common or Proper heading.</li> <li>6. Player 2 repeats the same process.</li> <li>7. Game is over when all card are placed in one column or the other.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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

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

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Find the Evidence and Compound Concentration
<b>Focus:</b>	Vocabulary, Predicting, and Common and Proper Nouns

### Materials:

Noun Cards at end of lesson plan will be used lessons 1-6

Compound Word Activity for Lesson 1 and Lesson 2

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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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



## Consult 4 Kids Lesson Plans

<p style="text-align: center;">to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student’s vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary. During the next 11 days you will spend several days working with compound words.</p> <p>A compound word is a single word made by putting two words together in a new word with its own meaning. Example:  <b>birth + day = birthday</b>  <b>rail + road = railroad</b>  <b>rain + bow = rainbow</b></p> <p>You will have a deck of Compound Word cards and you will play different games-- Concentration, Go Fish, a Game Board activity. Review the list of compound words with the students (write on the board or a chart).</p> <p><b>Compound Concentration</b>  <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Compound Cards.</li> <li>3. Students shuffle the cards and make a 4 x 4 grid, cards face down.</li> <li>4. Remainder of cards are stacked to the side.</li> <li>5. Player 1 turns over 2 cards. If the cards make a compound word, player takes the two cards and replaces them with cards from the deck. If cards do not match, player turns the cards back to face down.</li> <li>6. Player 2 repeats the process.</li> <li>7. Game is over when all cards are off the grid.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<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 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>A noun</b> is a word that names a person, place or thing. Examples:          person—boy, student, governor          place—park, street, store          thing—toy, dish, ball          A proper noun is a specific person, place or thing.          Examples:          boy—John          street—Lori Street          shoe—Nike</p> <p><b>Common and Proper Noun Concentration</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 of students a set of Noun-Proper Noun Cards.</li> <li>3. Shuffle the cards and make a 5 x 5 grid of cards face down.</li> <li>4. Player 1 turns over two cards. If the cards represent a common and proper noun of the same type (person, place or thing) player keeps the pair, fills in any space with remaining cards.</li> <li>5. Player 2 takes his/her turn in the same way.</li> <li>6. Play continues until all cards are matcher.</li> <li>7. Winner is the player with the most matches.</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—Compound Words

dog	house	rain	coat
sun	glasses	news	paper
after	noon	tooth	paste
class	room	grand	mother
home	work	water	melon
back	yard	out	side
play	ground	basket	ball
sun	shine	up	stairs
back	ground	sky	scrapers

## Consult 4 Kids Lesson Plans

earth	worm	pepper	mints
snow	man	wrist	watch
sun	flower	bird	house
post	card	rattle	snake
birth	day	flag	pole
bare	foot	mid	night
rail	road	oat	meal
pop	corn	flash	light
break	fast	class	mate

## Consult 4 Kids Lesson Plans

### 2nd Grade Compound Word List

afternoon  
background  
backyard  
barefoot  
basketball  
birdhouse  
birthday  
breakfast  
classmate  
classroom  
doghouse  
earthworm  
flagpole  
flashlight  
grandmother  
homework  
midnight  
newspaper  
oatmeal  
outside  
peppermints  
playground  
popcorn  
postcard  
railroad  
raincoat  
rattlesnake  
skyscrapers  
snowman  
sunflower  
sunglasses  
sunshine  
toothpaste  
upstairs  
watermelon  
wristwatch

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2<sup>nd</sup> Grade Common and Proper Noun Concentration Days 1, 2, 3, 4, 5, and 6

president	Obama	student	Sally
park	Rosedale Park	restaurant	Denney's
rabbit	Bugs Bunny	brother	Tommy
swimmer	Michael Phelps	cowboys	Wild Bill
business	Xerox	dentist	Dr. Jones

## Consult 4 Kids Lesson Plans

car	Toyota	photographer	Jeff Camera
bus	Greyhound	city	Milwaukee
state	Wisconsin	actor	Zac Efron
hospital	St. Joseph's	church	Baptist
computer	Dell	newspapers	New York Times



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city	Sacramento	street	4 <sup>th</sup> Street
singer	Beyoncé	rapper	Jayz
composer	Bach	store	K-Mart

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Pictionary and Compound Words
<b>Focus:</b>	Vocabulary, Questioning, and Common and Proper Nouns

### Materials:

Compound Word Cards in Lesson 1  
 Noun Cards from Lesson 1  
 White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

#### \*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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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.

A compound word is a single word made by putting two words together in a new word with its own meaning. Example:

**birth + day = birthday**

**rail + road = railroad**

**rain + bow = rainbow**

You will have a deck of Compound Word cards and you will play different games-- Concentration, Go Fish, and a Game Board activity.

Review the list of compound words with the students (write on the board or a chart).

### Compound Words #3

#### Directions:

1. Divide students into trios.
2. Give each trio a deck of Compound Word Cards and a Deck of Compound Word Parts Cards.
3. Shuffle the decks.
4. Students take ½ of the Compound Word Parts Cards and place them face up in the middle of the group and deal out the remaining cards to the players.
5. The Compound Word Cards are shuffled and placed in the center.
6. Player 1 draws a Compound Word Card. If he/she can make the compound word by combining to parts from the grid, using the cards in his/her hand, or cards from the grid and the his/her hand, he/she makes the word and puts all three cards in his/her pile. If he/she cannot create a compound word, he/she discards the card he/she drew.
7. Player 2 may either draw a new Compound Word Card or can use the discarded card and form a word.
8. Play continues in this way until all cards are matched.
9. Winner has the most cards.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b>  <b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>A noun is a word that names a person, place or thing. Examples:              person—boy, student, governor              place—park, street, store              thing—toy, dish, ball</p> <p>A proper noun is a specific person, place or thing.          Examples:              boy—John              street—Lori Street              shoe—Nike</p> <p>You will use the same deck of cards that you used yesterday.</p> <p><b>Common and Proper Nouns Pictionary</b></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 4.</li> <li>2. Give each group a set of Common and Proper Nouns cards.</li> <li>3. One at a time, student comes up, draws a card, and then draws a picture to illustrate the word.</li> <li>4. Other team members try to guess the word and determine if it is common or proper.</li> <li>5. Game is over when each student has had a minimum of 2 turns.</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!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Question Connection and Go Fish
<b>Focus:</b>	Vocabulary, Questioning, and Proper Nouns (Titles)

<b>Materials:</b> Synonym Cards from Day 6 White boards and crayons
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### Opening

<b>State the objective</b>  The purpose of these lessons are to: <ul style="list-style-type: none"> <li>• Improve fluency (the ability to read smoothly).</li> <li>• Increase vocabulary (both academic and other words).</li> <li>• Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).</li> <li>• Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.</li> </ul>
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<b>Gain prior knowledge by asking students the following questions</b> 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?
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### Content (the “Meat”)

<p style="text-align: center;"><b>Fluency</b></p> <p>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.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (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).</p>
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<p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b> are two or more words that mean about the same thing. Examples are beautiful and pretty, short and small, laugh and giggle. If you have a synonym pair you could say, "Beautiful means about the same thing as pretty."</p> <p>Make a chart of the synonym pairs and review with the students.</p> <p><b>Go Fish</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio a deck of Synonym Cards.</li> <li>3. Deal out three cards to each player and put the remaining cards in the center.</li> <li>4. Player 1 asks a specific player for a card that will create an synonym pair with one of his/her words. If the player asked, has the word, then he/she gives it Player 1 who lays down a match. If he/she does not have the match, then he/she says, "Go Fish", and Player 1 must draw a card from the pile.</li> <li>5. Player 2 plays following the same pattern.</li> <li>6. Play is over when all pairs have been made.</li> <li>7. Player with the most cards wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>										
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>A person’s first and last names are proper nouns. A title that is attached to a person’s name if also a proper noun. These too would be capitalized.</p> <p><b>Example:</b></p> <p style="padding-left: 20px;">Dr. Admiral John Jones, Sr. Mr. and Mrs. Freedman</p> <p><b>Proper Nouns—Titles—Tic Tac Toe</b></p> <p>This game will be played as a modified version of Tic Tac Toe. When adding to the grid, the person must consider the HORIZONTAL reading of the line.</p> <p>Sample:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">John</td> <td style="padding: 2px 10px;">Smith</td> <td style="padding: 2px 10px;">Jr.</td> </tr> <tr> <td style="padding: 2px 10px;"> </td> <td style="padding: 2px 10px;"> </td> <td style="padding: 2px 10px;">Smith</td> </tr> <tr> <td style="padding: 2px 10px;">Dr.</td> <td style="padding: 2px 10px;">John</td> <td style="padding: 2px 10px;"> </td> </tr> </table> <p>Each student will have a set of Proper Nouns and titles. Students should also have a white board to make the Tic Tac Toe board for the cards to be placed on. When printing the Proper Nouns and Titles cards, print them on two different colors so you can tell who has three in a row.</p> <p>Students should play a minimum of 10 games.</p>	John	Smith	Jr.			Smith	Dr.	John		<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>
John	Smith	Jr.								
		Smith								
Dr.	John									

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



## Consult 4 Kids Lesson Plans

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

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

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Proper Nouns—Names and Titles, Day 7

Dr.	Martin	Junior
Mr.	Will	Smith
Mrs.	Debra	Taylor
Ms.	Claudia	Mesa
Sir	Kenton	Randolph
Mr. and Mrs.	Garcia	III (the third)
Queen	Elizabeth	II (the second)
Princess	Kate	Middleton

## Consult 4 Kids Lesson Plans

President	Barack	Obama
Senator	Byrd	Senior
Chairman	Bill	Gates
King	Phillip	IV (the fourth)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Review Activities
<b>Focus:</b>	Review Vocabulary and Conventions

<b>Materials:</b> Activities from Days 1 – 10 White Boards and crayons
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### Opening

<b>State the objective</b>  The purpose of these lessons are to: <ul style="list-style-type: none"> <li>• Improve fluency (the ability to read smoothly).</li> <li>• Increase vocabulary (both academic and other words).</li> <li>• Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).</li> <li>• Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.</li> </ul>
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<b>Gain prior knowledge by asking students the following questions</b> 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?
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### Content (the “Meat”)

<p style="text-align: center;"><b>Fluency</b></p> <p>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.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (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).</p>
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## Consult 4 Kids Lesson Plans

<p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Over the past 11 days students have participated in a variety of activities. Today students should select the activity that they most want to repeat:</p> <ul style="list-style-type: none"> <li>Compound Concentration</li> <li>Compound Go Fish</li> <li>Compound Words</li> <li>Antonym Match</li> <li>Go Fish Antonyms</li> <li>Synonym Match</li> <li>Go Fish Synonyms</li> <li>Syllables v / cv</li> <li>Syllables vc / cv</li> <li>Which One?</li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, “Did you know...?” and then adds a piece of information that he/she has learned from the reading. The second student responds either “yes” or “no”, and then asks, “Did you know...?” this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p>	<p>Often, this activity will be</p>

## Consult 4 Kids Lesson Plans

<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>Over the past 11 days students have participated in a variety of activities. Today students should select the activity that they most want to repeat:</p> <ul style="list-style-type: none"> <li><b>Singular and Plural Nouns</b></li> <li><b>Proper Nouns—Special Times</b></li> <li><b>Proper Nouns—Addresses</b></li> <li><b>Proper Nouns—Titles (Tic Tac Toe)</b></li> <li><b>Noun Categories</b></li> <li><b>Before, After and In-Between</b></li> <li><b>Alphabetical Order</b></li> <li><b>Common and Proper Nouns—Pictionary</b></li> <li><b>Common and Proper Nouns</b></li> <li><b>Common and Proper Nouns Concentration</b></li> </ul>	<p>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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

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

**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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p style="text-align: center;">students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> 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.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b> Antonyms are words that mean the opposite of another word. Not all words have opposites, but the ones that do, should be understood. Review several examples with students.</p> <p><b>Antonyms</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Antonym Cards.</li> <li>3. Shuffle the cards and place the first 16 in a 4 by 4 grid face down.</li> <li>4. Player 1 draws 2 cards and if they are antonyms for one another they collect the cards and use one of the words in a sentence. Player replaces the two cards with two other cards from the deck.</li> <li>5. Player 2 then repeats.</li> <li>6. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b> <b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p>	<p>Often, this activity will be centered on a game to</p>



## Consult 4 Kids Lesson Plans

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

### Verb Tense

Verb tense is used to tell you **WHEN** something is happening. Actions can be happening **NOW**—this is the present tense. Actions can have happened in the **PAST**, this the past tense. Sometimes actions are predicted to happen in the **FUTURE**, this is the future tense. One way that you make a verb be in the **PAST** tense is to add the letters -ed to the end of the word. The **FUTURE** tense usually has the word “will” in front of the verb.

On the board make three columns and label the columns: **PRESENT, PAST** and **FUTURE**. Ask children for a verb and then write the verb in its three tenses. Example: jump, jumped, will jump or hop, hopped, will hop.

### Past, Present or Future

#### Directions:

1. Divide students into pairs.
2. Give each pair a Past, Present or Future Game Board and set of PPorF Cards.
3. Shuffle the cards and put them to the right of the game board.
4. Player 1 turns over a PPorF card and determines whether the verb on the card represents Present, Past or Future tense of the verb and places the word card on the Game Board in the correct column.
5. Player 2 repeats the process in the same way.
6. Game is over when all card are placed.

provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Closing

#### Review

Say:

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

#### Debrief

#### DIGA

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

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

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

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

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

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

## Consult 4 Kids Lesson Plans

 2<sup>nd</sup> Grade Antonym Review

up	down	fat	thin
black	white	fast	slow
fingers	toes	head	toes
ill	well	pass	grab
rich	poor	polite	rude
loud	soft	tall	short
wet	dry	sweet	sour
arm	leg	blind	sighted

## Consult 4 Kids Lesson Plans

good	bad	inside	outside
boy	girl	Mr.	Mrs.
late	early	morning	evening
find	lost	top	bottom
under	over	play	work
empty	full	baby	adult
floor	ceiling	beautiful	ugly

## Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Past, Present or Future Game Board

PAST	PRESENT	FUTURE

2<sup>nd</sup> Grade Past, Present or Future (PPorF) Cards

Consult 4 Kids Lesson Plans

yell	yelled	will yell	jump
jumped	will jump	whistle	whistled
will whistle	crash	crashed	will crash
bark	barked	will bark	play
played	will play	walks	walked
will walk	types	typed	will type
chirps	chirped	will chirp	jog
jogged	will jog	cries	cried
will cry	rakes	raked	will rake

## Consult 4 Kids Lesson Plans

pitch	pitched	will pitch	yawn
yawned	will yawn	scratch	scratched
will scratch	licks	licked	will lick
helps	helped	will help	die
died	will die	tastes	tasted
will taste	skips	skipped	will skip

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Which One Summarizing
<b>Focus:</b>	Vocabulary (Multiple Meaning Words), Summarizing, and Noun-Verb Agreement

**Materials:**

Activities at the end of the lesson plan

White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Chunk Reading:</b> 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:  <u>“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Multiple Meaning Words</b></p> <p>There are many words in the English language that mean more than one thing. These words can be “tricky”, especially if students know only one meaning for the word. It is important that students have an opportunity to learn more than one meaning for common words. Example: strong can refer to smell that is overpowering or the muscles that a person has. You have to know the context in which the word is used to know which meaning is being applied.</p> <p><b>Which One?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Which One? Cards and a game board.</li> <li>3. Shuffle the cards and place them to the right of the game board.</li> <li>4. Player 1 draws a card, reads the sentence and decides which meaning is correct, finds the meaning on the Game Board, and puts a token on the board.</li> <li>5. Player 2 may challenge or may continue with play.</li> <li>6. Game is over when all cards have been matched to words.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>



## Consult 4 Kids Lesson Plans

<p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p 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>Noun-Verb Agreement</b></p> <p>Nouns can be singular or plural. A singular noun uses a verb that has an <b>S</b> at the end. A plural noun uses a verb that does not have an <b>S</b> on the end.          Examples: Three dolphins swim. One crab swims. Have children share several sentences with the class using both singular and plural nouns.</p> <p><b>To S or Not To S</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a To S or Not to S Game Board and a deck of sentence cards.</li> <li>3. Shuffle the cards and place them to the right of the game board.</li> <li>4. Player 1 draws a card and decides whether the verb that is underlined needs an s or not.</li> <li>5. Player makes his/her decision and puts a marker on the game board on either the "s" or "no s".</li> <li>6. Player 2 then takes his/her turn.</li> <li>7. Game is over when all cards have been played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

## Consult 4 Kids Lesson Plans

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

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

## Consult 4 Kids Lesson Plans

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

Strip of leather  
with a buckle

Type of gummy  
candy

Flowed

A drop

Tolerate,  
endure

A thick sauce

Soft, fluffy  
feathers

Person who enjoys  
something

Hit something  
firmly

Large, furry  
animal

Machine  
blowing cool air

Gave food to

Small object with  
a hole for jewelry

Grinding food  
with teeth

Put something  
briefly in liquid

Towards the  
ground

Type of bird with  
webbed feet

Put clothes in a  
suitcase

Group of people  
or animals

Squat down to  
avoid being hit

## Consult 4 Kids Lesson Plans

### Which One Cards

<p>He put on a brown <u>belt</u> with his black pants.</p>	<p>He wanted to <u>belt</u> the ball out of the park.</p>
<p>She like the cherry flavored Starburst <u>chew</u> best.</p>	<p>The cow will stand and <u>chew</u> its cud for a long time.</p>
<p>He was a big soccer <u>fan</u>.</p>	<p>Turn the <u>fan</u> on it is very hot in here.</p>
<p>The river <u>fed</u> into the ocean.</p>	<p>He <u>fed</u> the small child most of the hamburger.</p>
<p>A <u>bead</u> of water hung from the tree.</p>	<p>He found a small <u>bead</u> to add to the bracelet.</p>
<p>He couldn't <u>bear</u> the thought of losing the game.</p>	<p>The big brown <u>bear</u> was at home in the zoo.</p>

## Consult 4 Kids Lesson Plans

<p>We had chips and <u>dip</u> at the party.</p>	<p><u>Dip</u> the T-Shirt into the water quickly.</p>
<p>The pillow was filled with <u>down</u>.</p>	<p>He tripped and fell <u>down</u> as he was running.</p>
<p>She will <u>pack</u> the suitcase for the trip.</p>	<p>The wolves were traveling in a <u>pack</u>.</p>
<p>The <u>duck</u> was swimming in the pond every morning.</p>	<p>The ball was coming toward him so he decided to <u>duck</u>.</p>

Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade—To S or Not to S

S	No S	S	No S		
No S			S	No S	S
S			No S	S	No S
No S	S	No S	S		
	No S	S	No S		
No S	S			No S	S
S	No S			S	

S or No S

## Consult 4 Kids Lesson Plans

<p>Sara <u>plant</u> the seeds.</p>	<p>The seeds <u>grow</u> into flowers.</p>	<p>The bee <u>visit</u> the flowers.</p>
<p>The bees <u>fly</u> back to the hive.</p>	<p>The bees <u>make</u> honey.</p>	<p>The beekeeper <u>collect</u> the honey.</p>
<p>The grocery store <u>sell</u> the honey.</p>	<p>Her father <u>buy</u> honey.</p>	<p>The children <u>eat</u> the honey on bread.</p>
<p>Three dolphins <u>jump</u> out of the water.</p>	<p>The eel <u>hide</u> behind the rocks.</p>	<p>A fish <u>swim</u> through the water.</p>
<p>The clams <u>snap</u> their shells shut.</p>	<p>The crab <u>swim</u> across the ocean floor.</p>	<p>The girls <u>yell</u> loudly.</p>
<p>The three birds <u>sing</u> a pretty song.</p>	<p>Those dogs <u>bark</u> at the children.</p>	<p>A glass <u>crash</u> when it falls.</p>

## Consult 4 Kids Lesson Plans

<p>The boy <u>whistle</u> well.</p>	<p>My mom <u>make</u> my bed.</p>	<p>The girl <u>sing</u> in a pretty voice.</p>
<p>The boy <u>talk</u> too loudly.</p>	<p>The dog <u>wag</u> his tail at his owner.</p>	<p>Fred <u>wash</u> his car.</p>
<p>The bird <u>fly</u> to their nest.</p>	<p>The zebras <u>run</u> through the grass.</p>	<p>My dad <u>drive</u> faster than my mom.</p>
<p>Ken <u>ride</u> his bike to work.</p>	<p>Rachel <u>lose</u> her keys all the time.</p>	<p>The girls <u>wave</u> goodbye.</p>
<p>The woman <u>run</u> on the track every day.</p>	<p>John <u>play</u> basketball on Mondays.</p>	<p>The children <u>buy</u> lots of candy at this store.</p>
<p>Julie and Millie <u>bake</u> cookies to sell.</p>	<p>Kate <u>blow</u> bubbles with her gum.</p>	<p>Patrick <u>skip</u> along the path.</p>



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Multiple Meaning Words
<b>Focus:</b>	Vocabulary(Multiple Meaning Words), Questioning, and Noun-Verb Agreement

**Materials:**

Activities at the end of the lesson plan

White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Multiple Meaning Words</b></p> <p>There are many words in the English language that mean more than one thing. These words can be “tricky”, especially if students know only one meaning for the word. It is important that students have an opportunity to learn more than one meaning for common words. Example: strong can refer to smell that is overpowering or the muscles that a person has. You have to know the context in which the word is used to know which meaning is being applied.</p> <p><b>Which One?</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Which One? Cards and a game board.</li> <li>3. Shuffle the cards and place them to the right of the game board.</li> <li>4. Player 1 draws a card, reads the sentence and decides which meaning is correct, finds the meaning on the Game Board, and puts a token on the board.</li> <li>5. Player 2 may challenge or may continue with play.</li> <li>6. Game is over when all cars have been matched to words.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Noun-Verb Agreement</b></p> <p>Nouns can be singular or plural. A singular noun uses a verb that has an <b>S</b> at the end. A plural noun uses a verb that does not have an <b>S</b> on the end.</p> <p>Examples: Three dolphins swim. One crab swims. Have children share several sentences with the class using both singular and plural nouns.</p> <p><b>To S or Not To S</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a To S or Not to S Game Board and a deck of sentence cards.</li> <li>3. Shuffle the cards and place them to the right of the game board.</li> <li>4. Player 1 draws a card and decides whether the verb that is underlined needs an a or not.</li> <li>5. Player makes his/her decision and puts a marker on the game board on either the "s" or "no s".</li> <li>6. Player 2 then takes his/her turn.</li> <li>7. Game is over when all cards have been played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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

## Consult 4 Kids Lesson Plans

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

Strip of leather  
with a buckle

Type of gummy  
candy

Flowed

A drop

Tolerate,  
endure

A thick sauce

Soft, fluffy  
feathers

Person who enjoys  
something

Hit something  
firmly

Large, furry  
animal

Machine  
blowing cool air

Gave food to

Small object with  
a hole for jewelry

Grinding food  
with teeth

Put something  
briefly in liquid

Towards the  
ground

Type of bird with  
webbed feet

Put clothes in a  
suitcase

Group of people  
or animals

Squat down to  
avoid being hit

## Consult 4 Kids Lesson Plans

### Which One Cards

<p>He put on a brown <u>belt</u> with his black pants.</p>	<p>He wanted to <u>belt</u> the ball out of the park.</p>
<p>She like the cherry flavored Starburst <u>chew</u> best.</p>	<p>The cow will stand and <u>chew</u> its cud for a long time.</p>
<p>He was a big soccer <u>fan</u>.</p>	<p>Turn the <u>fan</u> on it is very hot in here.</p>
<p>The river <u>fed</u> into the ocean.</p>	<p>He <u>fed</u> the small child most of the hamburger.</p>
<p>A <u>bead</u> of water hung from the tree.</p>	<p>He found a small <u>bead</u> to add to the bracelet.</p>
<p>He couldn't <u>bear</u> the thought of losing the game.</p>	<p>The big brown <u>bear</u> was at home in the zoo.</p>

## Consult 4 Kids Lesson Plans

<p>We had chips and <u>dip</u> at the party.</p>	<p><u>Dip</u> the T-Shirt into the water quickly.</p>
<p>The pillow was filled with <u>down</u>.</p>	<p>He tripped and fell <u>down</u> as he was running.</p>
<p>She will <u>pack</u> the suitcase for the trip.</p>	<p>The wolves were traveling in a <u>pack</u>.</p>
<p>The <u>duck</u> was swimming in the pond every morning.</p>	<p>The ball was coming toward him so he decided to <u>duck</u>.</p>

Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade—To S or Not to S

S	No S	S	No S		
No S			S	No S	S
S			No S	S	No S
No S	S	No S	S		
	No S	S	No S		
No S	S			No S	S
S	No S			S	



## Consult 4 Kids Lesson Plans

S or No S

Sara <u>plant</u> the seeds.	The seeds <u>grow</u> into flowers.	The bee <u>visit</u> the flowers.
The bees <u>fly</u> back to the hive.	The bees <u>make</u> honey.	The beekeeper <u>collect</u> the honey.
The grocery store <u>sell</u> the honey.	Her father <u>buy</u> honey.	The children <u>eat</u> the honey on bread.
Three dolphins <u>jump</u> out of the water.	The eel <u>hide</u> behind the rocks.	A fish <u>swim</u> through the water.
The clams <u>snap</u> their shells shut.	The crab <u>swim</u> across the ocean floor.	The girls <u>yell</u> loudly.
The three birds <u>sing</u> a pretty song.	Those dogs <u>bark</u> at the children.	A glass <u>crash</u> when it falls.

## Consult 4 Kids Lesson Plans

<p>The boy <u>whistle</u> well.</p>	<p>My mom <u>make</u> my bed.</p>	<p>The girl <u>sing</u> in a pretty voice.</p>
<p>The boy <u>talk</u> too loudly.</p>	<p>The dog <u>wag</u> his tail at his owner.</p>	<p>Fred <u>wash</u> his car.</p>
<p>The bird <u>fly</u> to their nest.</p>	<p>The zebras <u>run</u> through the grass.</p>	<p>My dad <u>drive</u> faster than my mom.</p>
<p>Ken <u>ride</u> his bike to work.</p>	<p>Rachel <u>lose</u> her keys all the time.</p>	<p>The girls <u>wave</u> goodbye.</p>
<p>The woman <u>run</u> on the track every day.</p>	<p>John <u>play</u> basketball on Mondays.</p>	<p>The children <u>buy</u> lots of candy at this store.</p>
<p>Julie and Millie <u>bake</u> cookies to sell.</p>	<p>Kate <u>blow</u> bubbles with her gum.</p>	<p>Patrick <u>skip</u> along the path.</p>

## Consult 4 Kids Lesson Plans

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

**Materials:**

Activities at end of lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> 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).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary. During the next 11 days you will spend several days working with compound words.</p> <p><b>Contractions</b> A contraction is a word made by joining two words. One or more letters are left out and an apostrophe replaces them. For example, can + not = can't. Have students brainstorm other contractions.</p> <p><b>Contractions</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Turn the card face down in a grid, like Concentration.</li> <li>2. First player turns over two cards. If they match, he she keeps the cards. If they do not match, player turns them face down.</li> <li>3. Second player repeats step 2. Alternate until game is over.</li> <li>4. If there is time, have students make up sentences with each of the contractions that they pick up. Have them say the sentence two ways—once with the contraction and once with the two words.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b> <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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>using facial and body movements. Repeat several times.</p> <p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Verbs</b></p> <p>A verb tells what someone or something is doing. For example: In the sentence, “The boy swings” the subject of the sentence, the boy, is doing something, he is swinging, so swing is the verb. In the sentence, “The car races.” the subject is the car and the word races tells you what the car is doing. When you identify the verb in a sentence you should be able to visualize an action that is happening. Review the list of verbs from yesterday. Ask if the students have new verbs to add to the list.</p> <p><b>Ready, Set Action #2</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide the students into pairs.</li> <li>2. Give each pair a card with a list of verbs on it.</li> <li>3. Give pair 10-15 minutes to review the verbs and determine how to “act the verb out”. For example, if the verb is jump, the pair could actually jump, however if the verb was fly, they could stretch out their arms and walk around like they were a plane flying.</li> <li>4. After practice time reassemble the group and ask for volunteers to act out each word (be sure to give all pairs several opportunities to share with the class).</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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't
are not	aren't	would not	wouldn't
do not	don't	will not	won't

## Consult 4 Kids Lesson Plans

was not	wasn't	should not	shouldn't
I had	I'd	we are	we're
here is	here's	you will	you'll
you would	you'd	I will	I'll
it is	it's	there is	there's
he will	he'll	they have	they've

## Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Ready, Set, Action #2

crunch

melt

spray

soar

cut

float

slither

jump

scratch

pinch

gallop

swim

dance

chew

sing

drive

eat

chirp

clap

read



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Verbs and Contractions
<b>Focus:</b>	Vocabulary (Contractions), Predicting, and Verbs

**Materials:**

Activities at end of lesson plan

White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student’s vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Contractions</b></p> <p>A contraction is a word made by joining two words. One or more letters are left out and an apostrophe replaces them. For example, can + not = can’t.</p> <p>Have students brainstorm other contractions.</p> <p><b>Contractions</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Turn the card face down in a grid, like Concentration.</li> <li>2. First player turns over two cards. If they match, he she keeps the cards. If they do not match, player turns them face down.</li> <li>3. Second player repeats step 2. Alternate until game is over.</li> <li>4. If there is time, have students make up sentences with each of the contractions that they pick up. Have them say the sentence two ways—once with the contraction and once with the two words.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>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>

## Consult 4 Kids Lesson Plans

<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>Verbs</b></p> <p>A verb tells what someone or something is doing. For example: In the sentence, “The boy swings” the subject of the sentence, the boy, is doing something, he is swinging, so swing is the verb. In the sentence, “The car races.” the subject is the car and the word “races” tells you what the car is doing. When you identify the verb in a sentence you should be able to visualize an action that is happening. Brainstorm a list of verbs or actions with the students. Write the list on a piece of chart paper so you can review with the students in the following days.</p> <p><b>Ready, Set, Action #1</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide the students into pairs.</li> <li>2. Give each pair a card with a list of verbs on it.</li> <li>3. Give pair 10-15 minutes to review the verbs and determine how to “act the verb out”. For example, if the verb is jump, the pair could actually jump, however if the verb was fly, they could stretch out their arms and walk around like they were a plane flying.</li> <li>4. After practice time reassemble the group and ask for volunteers to act out each word (be sure to give all pairs several opportunities to share with the class).</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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>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>

## Consult 4 Kids Lesson Plans

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

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't
are not	aren't	would not	wouldn't
do not	don't	will not	won't

## Consult 4 Kids Lesson Plans

was not	wasn't	should not	shouldn't
I had	I'd	we are	we're
here is	here's	you will	you'll
you would	you'd	I will	I'll
it is	it's	there is	there's
he will	he'll	they have	they've

## Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Ready, Set, Action #1

slide

push

climb

sit

hit

catch

swing

race

blow

fall

boom

flash

burn

shine

balance

sell

write

run

walk

hop

## Consult 4 Kids Lesson Plans

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

**Materials:**

Activities at the end of the lesson plan

White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p style="text-align: center;">students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b> Synonyms are words that mean the same or nearly the same thing. Selecting a synonym with just the right meaning will make a difference in students' speaking and writing.</p> <p><b>Synonyms</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each pair a set of Synonym Cards.</li> <li>3. Shuffle the cards and deal out equal numbers to each player.</li> <li>4. Player 1 asks another player for a synonym for (and then states the word).</li> <li>5. Player 1 then uses the word in a sentence.</li> <li>6. Player 2 either gives up the word or he/she passes.</li> <li>7. Player 2 then repeats, asking player 3.</li> <li>8. Player 3 then repeats, asking player 1.</li> <li>9. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b> <b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare?</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>



## Consult 4 Kids Lesson Plans

<p>I wonder how I would feel if the hare was making fun of me? I wonder....</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>Verb Tense</b> Verb tense is used to tell you <b>WHEN</b> something is happening. Actions can be happening <b>NOW</b>—this is the present tense. Actions can have happened in the <b>PAST</b>, this the past tense. Sometimes actions are predicted to happen in the <b>FUTURE</b>, this is the future tense. One way that you make a verb be in the <b>PAST</b> tense is to add the letters -ed to the end of the word. The <b>FUTURE</b> tense usually has the word “will” in front of the verb. On the board make three columns and label the columns: <b>PRESENT, PAST</b> and <b>FUTURE</b>. Ask children for a verb and then write the verb in its three tenses. Example: jump, jumped, will jump or hop, hopped, will hop.</p> <p><b>Past, Present or Future</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Past, Present or Future Game Board and set of PPorF Cards.</li> <li>3. Shuffle the cards and put them to the right of the game board.</li> <li>4. Player 1 turns over a PPorF card and determines whether the verb on the card represents Present, Past or Future tense of the verb and places the word card on the Game Board in the correct column.</li> <li>5. Player 2 repeats the process in the same way.</li> <li>6. Game is over when all card are placed.</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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered .</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <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</li> </ol>
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## Consult 4 Kids Lesson Plans

particular way which was new to them. (Tweak)

4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

## Consult 4 Kids Lesson Plans

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

hairless	bald	lost	misplaced
buttoned	fastened	clean	fresh
child	tot	fast	quick
scream	yell	cook	heat
cut	take apart	fat	obese
bare	uncovered	tied	knotted
dirty	soiled	dog	canine
heavy	weighty	vacation	time off

## Consult 4 Kids Lesson Plans

wash	cleanse	bark	arf!
talk	chat	bend	swerve
complete	finish	stripe	streak
ajar	open	parcel	package
return	give back	sneakers	shoes
quilt	blanket	music	tunes
continue	keep going	stop	halt

## Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Past, Present or Future Game Board

PAST	PRESENT	FUTURE

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Past, Present or Future (PPorF) Cards

yell	yelled	will yell	jump
jumped	will jump	whistle	whistled
will whistle	crash	crashed	will crash
bark	barked	will bark	play
played	will play	walks	walked
will walk	types	typed	will type
chirps	chirped	will chirp	jog
jogged	will jog	cries	cried

## Consult 4 Kids Lesson Plans

will cry	rakes	raked	will rake
pitch	pitched	will pitch	yawn
yawned	will yawn	scratch	scratched
will scratch	licks	licked	will lick
helps	helped	will help	die
died	will die	tastes	tasted
will taste	skips	skipped	will skip

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Linking Verbs and Homophones
<b>Focus:</b>	Vocabulary (Homophones), Predictions, and Linking Verbs

**Materials:**

Activities at the end of the lesson plan

White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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



## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homophones</b></p> <p>Homophones are words that sound alike but are spelled differently and have different meanings. There are four homophones that really challenge us: <b>your, you're, their, there, they're, whose, who's,</b> and <b>its</b> and <b>it's</b>. Let's take a look at the three there, their, they're. The first "there" refers to a place—put it over there. The second, "their", is the possessive form meaning it belongs to them. This is true of "its" and "your" as well. The third form, "they're", is a contraction for <b>they are</b>, just like "it's" is a contraction for <b>it is</b>, "you're" is a contraction for <b>you are</b>, and "who's" is a contraction for <b>who is</b>. Finally, "whose" is the interrogative pronoun—asking the question of which person?</p> <p><b>Homophones</b> <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 Homophone Cards, white board, and pen or crayon.</li> <li>3. Player 1 draws a card.</li> <li>4. Player 1 writes and read a sentence using the word that was drawn.</li> <li>5. If sentence is correct, player receives a point.</li> <li>6. Player 2 repeats.</li> <li>7. Game is over when first player reaches 10 points.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>Repeat this with two additional pairings.</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>Linking Verbs</b>  A linking verb is a verb that does not show action. A linking verb expresses a state of being (to be). A linking verb connects, or links two parts of a sentence. Common linking verbs: am, are, be, been, can, could, did, do, does, done, have, had, has, is, may, might, must, shall, should, was, were, will, would. Make a list on a piece of chart paper. Encourage children to memorize the list. Review it several times each day.  Write these examples on the board and have children identify the linking verbs:      I <b>am</b> a rock collector.      You <b>are</b> a gymnast.      He <b>is</b> an artist.      He <b>had</b> a winning project.      Joe <b>should</b> stay calm.</p> <p><b>Link 'Em</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Link 'Em Card and a white board with pen/crayon.</li> <li>3. Together, pair reads through the sentences and finds the linking verb in each one.</li> <li>4. After completing that task, pair writes 5 original sentences.</li> <li>5. Pairs share their sentences with the another pair.</li> <li>6. Each group of 4 selects one sentence to share with the class.</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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

# Consult 4 Kids Lesson Plans

## 2<sup>nd</sup> Grade—Homophones

ant	aunt	ate	eight
I	eye	bare	bear
bite	byte	caught	cot
cent	sent	dear	deer
fair	fare	for	four

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hair	hare	knight	night
not	knot	mail	male
write	right	son	sun
two	too	know	no
read	red	sight	site

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2<sup>nd</sup> Grade Link 'Em Sentence Card

My collection is very big.

That rock is black with little gold specks.

That is a pretty rock.

Rocks are fun to collect.

A diamond is a mineral.

Jade is a green mineral.

These are rare minerals.

The grasshopper was in the weeds.

Do your homework.

Have you any answers?

He had many presents.

My name is Johnny.

The leaves are yellow.

The dog is well trained.

The cow was on the grass.

The children were excited about the party.

Kathy was asleep all day.

The streets were wet from rain.

We now have three computers.

Joe and Sam had the same lunch today.

My cousin has a cold right now.

Rick had fun last summer.

## Consult 4 Kids Lesson Plans

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

**Materials:**

Activities at the end of the lesson plan

White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Independent Timed Reading:</b> 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.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Prefixes and Suffixes</b></p> <p>A prefix is added to the beginning of a word and changes the meaning of the word. For example: If you add the prefix “re-” to the word do, to create the word <b>redo</b>, it means that you will do something again. If we added the prefix “un-” to the word clean to create the word <b>unclean</b>, we now have something that is dirty. In other words the meaning of the word has changed.</p> <p>A suffix is added to the end of a word and makes a new word that could be a different part of speech. For example, if you add the suffix –er to the verb sing to form the word <b>singer</b>, you have a noun meaning a person who sings. If you add the suffix –ful to the word pain (a noun) you have the word <b>painful</b> which is an adjective meaning full of pain.</p> <p>Demonstrate several other examples of adding the prefixes re- and un- and the suffixes –er and –ful to different words.</p> <p><b>Prefixes and Suffixes</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Prefixes and Suffixes Game Board and a deck of sentence cards.</li> <li>3. Shuffle the sentence cards and place to the side of the Game Board.</li> <li>4. Player 1 draws a sentence card and decides what prefix or suffix should be added to the word to complete the sentence.</li> <li>5. Player then places a token on that prefix or suffix on the Game Board.</li> <li>6. Player 2 then takes his/her turn.</li> <li>7. Game is over when all cards are completed.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or</p>



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<p>detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>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>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>Irregular Verbs</b></p> <p>Regular verbs have a pattern when you are determining present, past, and future tense. Irregular verbs do not follow the pattern. An irregular verb will change its form altogether when it is moving from present to past. For example, the verb go is used when you want someone to know that you are going right now. You might say, I go to the store. However, if you are talking about going to the store yesterday, you would say, I went to the store yesterday. The past tense of go is went, a totally different word.</p> <p>Read is another irregular verb. Today I read and yesterday I read. The word is the same when you look at it, but the context helps you to know how to pronounce it.</p> <p><b>Irregular Verbs</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 deck of Irregular Verb Cards.</li> <li>3. Shuffle the deck and create a 4 by 4 grid of cards, face down.</li> <li>4. Player 1 turns over two cards. If they are the present and past tense of the same verb, he/she takes the two and replaces them with others from the deck. If there is no match, turn the cards face down again.</li> <li>5. Player 2 repeats the process.</li> <li>6. Game is over when all cards are paired.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

##### DIGA

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

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

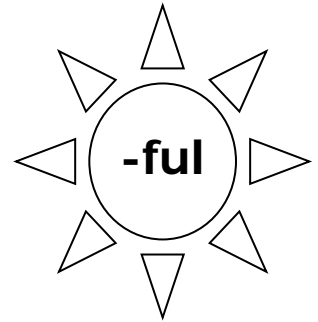
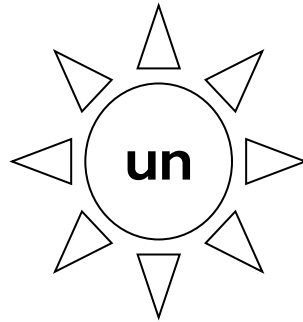
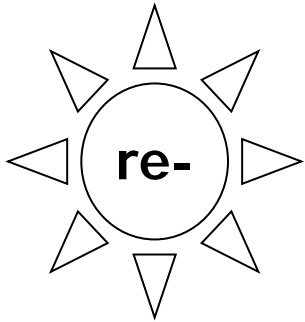
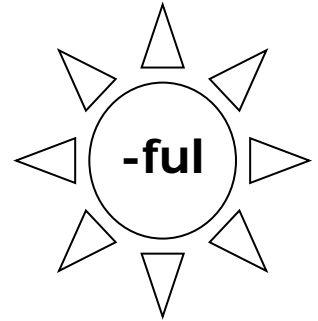
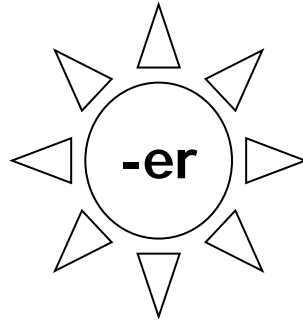
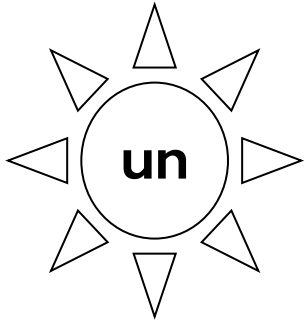
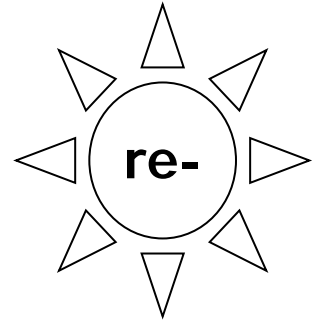
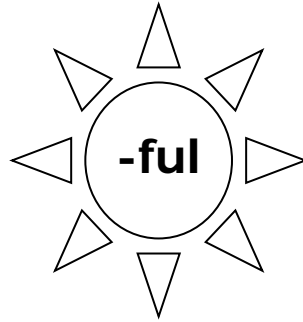
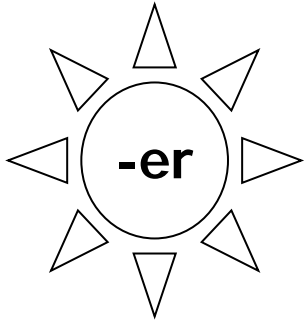
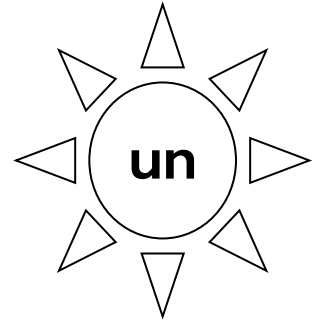
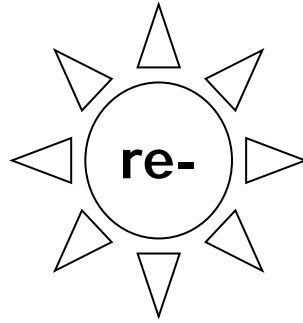
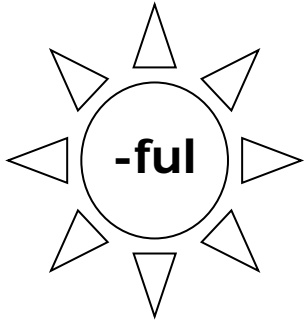
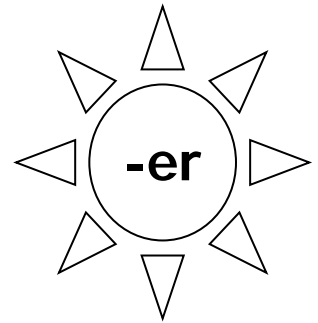
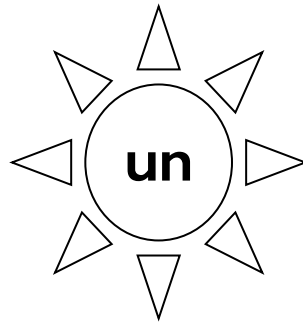
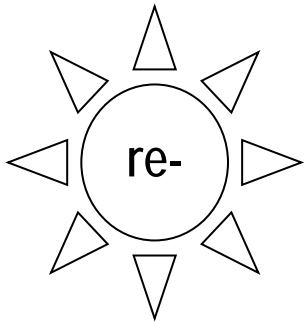
**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

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

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

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

## Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Prefixes and Suffixes Game Board

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<p>Yesterday Martha was <b>happy</b>, but today she is _____.</p>	<p>I <b>write</b> my paragraph and then I _____ it.</p>
<p>Don't eat an _____ snack, eat a <b>healthy</b> one instead.</p>	<p><b>Fill</b> the glass with tea and then _____ them when they are empty.</p>
<p>I was <b>lucky</b> yesterday, but today I feel _____.</p>	<p>He found the <b>wrapped</b> present and then he _____ it.</p>
<p>My shirt was in the <b>wash</b> but it was still dirty so I will _____ it.</p>	<p>The directions were <b>clear</b> to Emily but _____ to Fred.</p>
<p>He was asked to <b>draw</b> a picture and then to _____ it because it was messy.</p>	<p>She found the <b>wrapped</b> present, peeked inside and then _____ it.</p>
<p>The teacher said that John was a good <b>help</b>_____.</p>	<p>Mike's mean words were <b>hurt</b>_____ to me.</p>

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<p>Tony is the best <b>play</b>_____ on the team.</p>	<p>The teacher thinks that Susie is a <b>help</b>_____ student.</p>
<p>The monkeys at the zoo are <b>play</b>_____.</p>	<p>Diego was a very famous <b>paint</b>_____.</p>
<p>The walls were bright and <b>color</b>_____.</p>	<p>Everyone was <b>cheer</b>_____ at the party.</p>
<p>Omar wants to be a <b>teach</b>_____.</p>	<p>Ben is <b>hope</b>_____ about winning the race.</p>

## Consult 4 Kids Lesson Plans

 2<sup>nd</sup> Grade Irregular Verbs

take	took	run	ran
freeze	froze	stand	stood
leave	left	read	read
make	made	write	wrote
throw	threw	feed	fed

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held	hold	fight	fought
catch	caught	wear	word
grow	grew	swim	swam
sell	sold	see	saw
lose	lost	drink	drank

## Consult 4 Kids Lesson Plans

eat	ate	drive	drove
fall	fell	break	broke
come	came	say	said



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Prefixes, Suffixes and Irregular Verbs
<b>Focus:</b>	Vocabulary (Prefixes and Suffixes), Predicting, and Irregular Verbs

**Materials:**

Activities at the end of the lesson plan

White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Prefixes and Suffixes</b></p> <p>A prefix is added to the beginning of a word and changes the meaning of the word. For example: If you add the prefix “re-” to the word do, to create the word <b>redo</b>, it means that you will do something again. If we added the prefix “un-” to the word clean to create the word <b>unclean</b>, we now have something that is dirty. In other words the meaning of the word has changed.</p> <p>A suffix is added to the end of a word and makes a new word that could be a different part of speech. For example, if you add the suffix –er to the verb sing to form the word <b>singer</b>, you have a noun meaning a person who sings. If you add the suffix –ful to the word pain (a noun) you have the word <b>painful</b> which is an adjective meaning full of pain.</p> <p>Demonstrate several other examples of adding the prefixes re- and un- and the suffixes –er and –ful to different words.</p> <p><b>Prefixes and Suffixes</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 Prefixes and Suffixes Game Board and a deck of sentence cards.</li> <li>3. Shuffle the sentence cards and place to the side of the Game Board.</li> <li>4. Player 1 draws a sentence card and decides what prefix or suffix should be added to the word to complete the sentence.</li> <li>5. Player then places a token on that prefix or suffix on the Game Board.</li> <li>6. Player 2 then takes his/her turn.</li> <li>7. Game is over when all cards are completed.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

Activity	
<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 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>Irregular Verbs</b></p> <p>Regular verbs have a pattern when you are determining present, past, and future tense. Irregular verbs do not follow the pattern. An irregular verb will change its form altogether when it is moving from present to past. For example, the verb go is used when you want someone to know that you are going right now. You might say, I go to the store. However, if you are talking about going to the store yesterday, you would say, I went to the store yesterday. The past tense of go is went, a totally different word.</p> <p>Read is another irregular verb. Today I read and yesterday I read. The word is the same when you look at it, but the context helps you to know how to pronounce it.</p> <p><b>Irregular Verbs</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 deck of Irregular Verb Cards.</li> <li>3. Shuffle the deck and create a 4 by 4 grid of cards, face down.</li> <li>4. Player 1 turns over two cards. If they are the present and past tense of the same verb, he/she takes the two and replaces them with others from the deck. If there is no match, turn the cards face down again.</li> <li>5. Player 2 repeats the process.</li> <li>6. Game is over when all cards are paired.</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

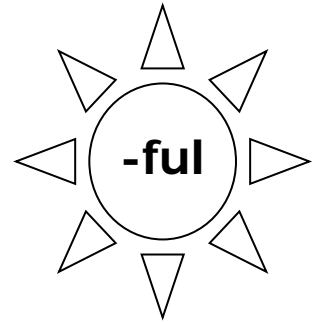
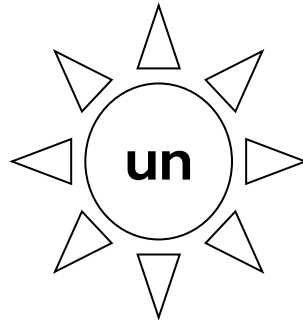
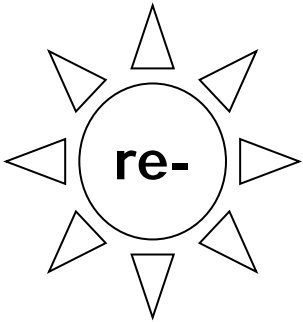
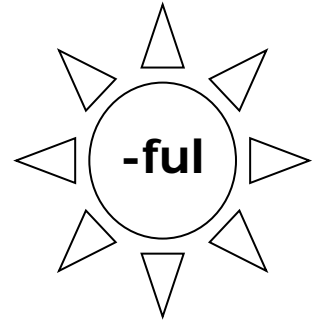
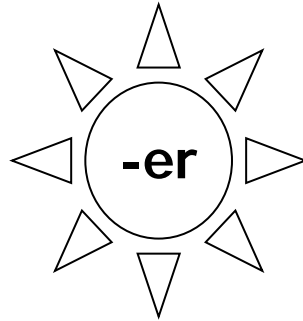
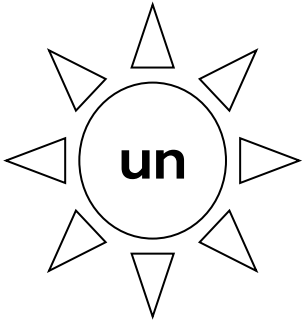
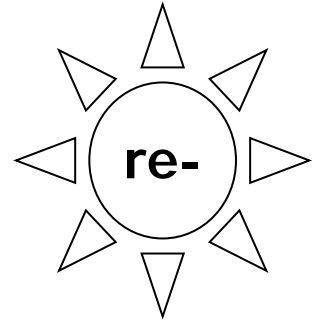
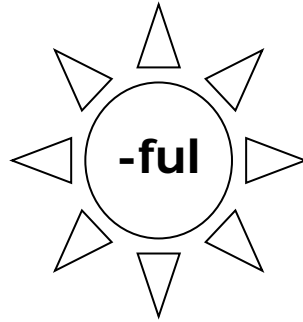
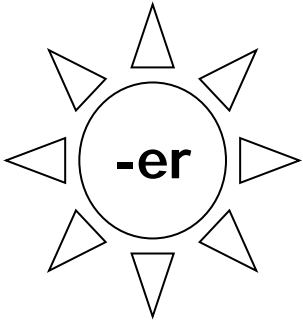
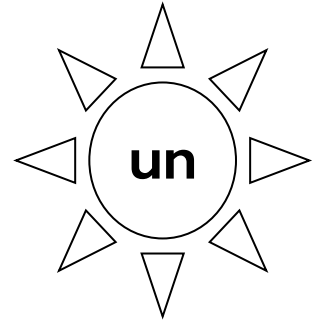
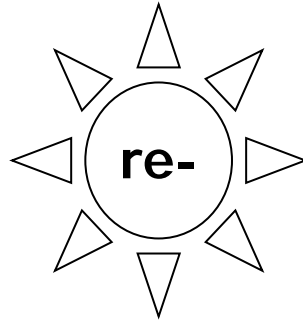
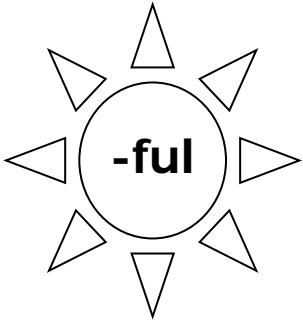
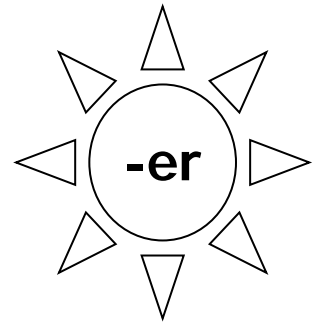
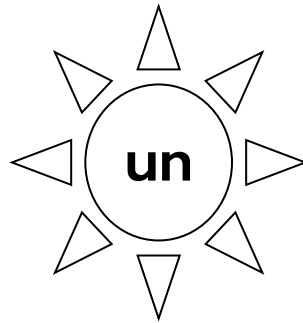
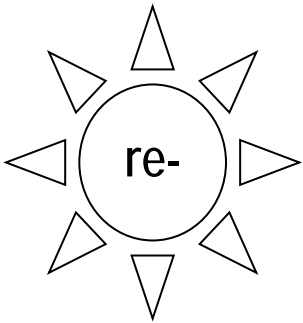
- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### 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!)

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Prefixes and Suffixes Game Board



### Consult 4 Kids Lesson Plans

<p>Yesterday Martha was <b>happy</b>, but today she is _____.</p>	<p>I <b>write</b> my paragraph and then I _____ it.</p>
<p>Don't eat an _____ snack, eat a <b>healthy</b> one instead.</p>	<p><b>Fill</b> the glass with tea and then _____ them when they are empty.</p>
<p>I was <b>lucky</b> yesterday, but today I feel _____.</p>	<p>He found the <b>wrapped</b> present and then he _____ it.</p>
<p>My shirt was in the <b>wash</b> but it was still dirty so I will _____ it.</p>	<p>The directions were <b>clear</b> to Emily but _____ to Fred.</p>
<p>He was asked to <b>draw</b> a picture and then to _____ it because it was messy.</p>	<p>She found the <b>wrapped</b> present, peeked inside and then _____ it.</p>
<p>The teacher said that John was a good <b>help</b>_____.</p>	<p>Mike's mean words were <b>hurt</b>_____ to me.</p>

## Consult 4 Kids Lesson Plans

<p>Tony is the best <b>play</b>_____ on the team.</p>	<p>The teacher thinks that Susie is a <b>help</b>_____ student.</p>
<p>The monkeys at the zoo are <b>play</b>_____.</p>	<p>Diego was a very famous <b>paint</b>_____.</p>
<p>The walls were bright and <b>color</b>_____.</p>	<p>Everyone was <b>cheer</b>_____ at the party.</p>
<p>Omar wants to be a <b>teach</b>_____.</p>	<p>Ben is <b>hope</b>_____ about winning the race.</p>

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Irregular Verbs

take	took	run	ran
freeze	froze	stand	stood
leave	left	read	read
make	made	write	wrote
throw	threw	feed	fed



## Consult 4 Kids Lesson Plans

held	hold	fight	fought
catch	caught	wear	word
grow	grew	swim	swam
sell	sold	see	saw
lose	lost	drink	drank

## Consult 4 Kids Lesson Plans

eat	ate	drive	drove
fall	fell	break	broke
come	came	say	said

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Individual Show-Off and Homographs
<b>Focus:</b>	Vocabulary (Homographs), Clarifying and Linking Verbs

**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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homographs</b> Homographs are words that are spelled the same way but are pronounced differently and mean something different. An example would be read and read. One time you pronounce it as if you are reading something right now the other is pronounced to indicate that the reading took place in the past. Share homographs—record and record (the first is to keep a record the second is to make a tape of your voice.)</p> <p><b>Homographs</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Homograph Cards.</li> <li>3. Shuffle the cards and place them in between the two players.</li> <li>4. Player 1 draws a card, reads the sentence and tells how to pronounce the word to fit in that sentence.</li> <li>5. If Player 2 agrees, Player 1 gets a point and Player 2 resumes play. If Player 2 disagrees, then they must find a neutral peer and ask him/her to decide.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>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>  <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 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>Linking Verbs</b>  A linking verb is a verb that does not show action. A linking verb expresses a state of being (to be). A linking verb connects, or links two parts of a sentence. Common linking verbs: am, are, be, been, can, could, did, do, does, done, have, had, has, is, may, might, must, shall, should, was, were, will, would. Make a list on a piece of chart paper. Encourage children to memorize the list. Review it several times each day.  Write these examples on the board and have children identify the linking verbs:      I <b>am</b> a rock collector.      You <b>are</b> a gymnast.      He <b>is</b> an artist.      He <b>had</b> a winning project.      Joe <b>should</b> stay calm.</p> <p><b>Link ‘Em</b>  <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Link ‘Em Card and a white board with pen/crayon.</li> <li>3. Together, pair reads through the sentences and finds the linking verb in each one.</li> <li>4. After completing that task, pair writes 5 original sentences.</li> <li>5. Pairs share their sentences with another pair.</li> <li>6. Each group of 4 selects one sentence to share with the class.</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!)

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade—Homograph Cards

John will <u>record</u> that song.	Sales set a <u>record</u> the day after Thanksgiving.	She straightened the <u>bow</u> in her hair.	The actor took a <u>bow</u> after the play.
What is your <u>address</u> ?	How did you <u>address</u> the judge?	Jill held her teddy bear <u>close</u> .	Don't forget to <u>close</u> the door.
He plays the <u>bass</u> guitar with the band	He caught a <u>bass</u> in the lake.	He was a <u>rebel</u> because he just couldn't cooperate.	In 1860 Virginia decided to <u>rebel</u> .
The room was dirty and <u>dingy</u> .	That small boat is called a <u>dingy</u> .	The <u>sewer</u> drain was at the corner.	She loved to work with fabric, she was a <u>sewer</u> .
Please <u>read</u> the story aloud now.	He <u>read</u> the book yesterday.	He will <u>present</u> his project to the group.	Did you get a <u>present</u> for your birthday?
He enjoys the cactus in the <u>desert</u> .	The soldier did not <u>desert</u> his friends.	You may move forward and <u>resume</u> your walk.	He turned in his <u>résumé</u> .

## Consult 4 Kids Lesson Plans

<p>The <u>dove</u> will “coo” when it is content.</p>	<p>He <u>dove</u> into the swimming pool.</p>	<p>Who will <u>lead</u> the activity?</p>	<p>The pencil needs a sharp <u>lead</u>.</p>
<p>Will you <u>polish</u> your fingernails?</p>	<p>Have you ever eaten a <u>Polish</u> dog?</p>	<p>He is the <u>subject</u> of the investigation.</p>	<p>Don't <u>subject</u> me to your anger!</p>
<p>She always has an <u>excuse</u> about her clothes.</p>	<p>Mom will <u>excuse</u> you from the table.</p>	<p>She was so sad that a <u>tear</u> slid down her cheek.</p>	<p>Don't <u>tear</u> that paper!</p>
<p>I was able to win the <u>contest</u>.</p>	<p>He disagrees and will <u>contest</u> your opinion.</p>	<p>He was sad about the loss so he <u>moped</u> around.</p>	<p>I will ride my <u>moped</u> to the store.</p>
<p>Did he <u>refuse</u> to go to the dinner?</p>	<p>The garbage truck picked up the <u>refuse</u>.</p>	<p>Did you <u>suspect</u> the surprise party?</p>	<p>He was a <u>suspect</u> in the robbery.</p>



## Consult 4 Kids Lesson Plans



2<sup>nd</sup> Grade Link 'Em Sentence Card

My collection is very big.

That rock is black with little gold specks.

That is a pretty rock.

Rocks are fun to collect.

A diamond is a mineral.

Jade is a green mineral.

These are rare minerals.

The grasshopper was in the weeds.

Do your homework.

Have you any answers?

He had many presents.

My name is Johnny.

The leaves are yellow.

The dog is well trained.

The cow was on the grass.

The children were excited about the party.

Kathy was asleep all day.

The streets were wet from rain.

We now have three computers.

Joe and Sam had the same lunch today.

My cousin has a cold right now.

Rick had fun last summer.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Vocabulary and Convention Review
<b>Focus:</b>	Review Vocabulary and Conventions

**Materials:**

Activities from Days 1 – 10

White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the “Meat”)

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> <li>Contractions</li> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> <li>Which One?</li> <li>Prefixes and Suffixes</li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings)</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information)</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail)</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to</p>

## Consult 4 Kids Lesson Plans

<p>Today is a day of review. Have students select from one of the following:</p> <p><b>Ready, Set Action!</b>  <b>Past, Present or Future</b>  <b>Link 'Em</b>  <b>To S or Not to S</b>  <b>Irregular Verbs</b></p>	<p>determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

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

**Materials:**

Activities at end of lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](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

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

### Vocabulary

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

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

### Parts to Whole

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b>  <b>Find the Evidence:</b> On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Alphabetical Order:</b> Alphabetical Order is a term we use to describe how we organize or order words by putting them in the same order that we say the alphabet. So, if we were looking to organize or order the three words zebra, cat and dog, we could say the alphabet and if we did we would order the words: cat, dog, zebra, because when we look at the first letter of the word, we can see that they are all different so it is simple to say the alphabet and order the words.</p> <p><b>Simple as ABC</b>  <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 word cards and a white board, pen or crayon.</li> <li>3. Ask students to work together to order the words on the card in alphabetical order.</li> <li>4. When they are satisfied that the words are ordered correctly, they should make a list on the white board.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

## Consult 4 Kids Lesson Plans

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

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



2<sup>nd</sup> Grade Parts to Whole (Compound Words)

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

John and Mary are classmates.

Did you leave your bike outside?

2<sup>nd</sup> Grade Simple as ABC #1

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

## Consult 4 Kids Lesson Plans

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

### Materials:

Activity at end of lesson plan

White Boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Similes</b> A simile is a comparison of two things using the word “like” or “as” to make the comparison. When a comparison has been made in a certain way for a long time, it can become a cliché. Examples of similes that are also clichés include: cold as ice, hard as a rock, old as the hills, had as a hornet, dark as nigh, deep as the ocean. Ask children if they can think of others.</p> <p><b>Charades</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide the students into groups of 3.</li> <li>2. Give each group a set of simile cards.</li> <li>3. Have groups go through the cards and discuss how they might act out each of the similes.</li> <li>4. Bring the groups back together.</li> <li>5. Draw a simile card and have each of the groups come up and act out the simile without speaking.</li> <li>6. After each group has finished, have the class vote on the charade that they like best.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b> <b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p>	<p>Often, this activity will be</p>

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

### **Contractions**

A contraction is a word made by joining two words. One or more letters are left out and an apostrophe replaces them. For example, can + not = can't.

Have students brainstorm other contractions.

### **Contractions**

#### Directions:

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

If there is time, have students make up sentences with each of the contractions that they pick up. Have them say the sentence two ways—once with the contraction and once with the two words.

centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### LBNT

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

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

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



## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade Similes (Clichés)

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

### 3<sup>rd</sup> Grade Contractions

## Consult 4 Kids Lesson Plans

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't
are not	aren't	would not	wouldn't
do not	don't	will not	won't

## Consult 4 Kids Lesson Plans

was not	wasn't	should not	shouldn't
I had	I'd	we are	we're
here is	here's	you will	you'll
you would	you'd	I will	I'll
it is	it's	there is	there's
he will	he'll	they have	they've

## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

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

### Vocabulary

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

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

### Antonyms

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

**One-Minute Predictions:** Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair.

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

<p>Repeat this with two additional pairings.</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>Ending A Sentence:</b> We end sentences with a punctuation mark. There are three ending punctuation marks: a period ( . ), a question mark ( ? ), and an exclamation point ( ! ). We use the period in a telling sentence. We use a question mark in an asking sentence. We use an exclamation point in an exclaiming sentence.</p> <p><b>Which Ending</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Which Ending Punctuation cards and game board.</li> <li>3. Player 1 draws a sentence card and decides which punctuation mark the sentence should end with.</li> <li>4. Player then marks that punctuation mark on the game board.</li> <li>5. Player 2 repeats the process.</li> <li>6. Only one player can mark each space. If a space is marked, a player may bump that token and replace with his/her marker.</li> <li>7. Game is over when all cards have been used.</li> <li>8. Winner is the player with the most markers.</li> <li>9. Each group of 4 selects one sentence to share with the class.</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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

### Antonym Word Bank

slow

happy

open

in

start

young

push

hard

clean

right

on

fat

wet

close

day

start

huge

fast

ugly

old

thin

dry

high

light

night

end

pretty

tiny

new

man

Antonym Sentence Cards

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



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

## 2<sup>nd</sup> Grade Which Ending?

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

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

## Consult 4 Kids Lesson Plans

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

### Materials:

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Multiple Meaning Words:</b> A single word in English can have more than one meaning. There are many, many words in this category.</p> <p><b>Which Meaning?</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio 3 white boards, pens/crayons, and a set of Multiple Meaning Cards.</li> <li>3. Shuffle the cards and place face down in the center.</li> <li>4. Students turn over the top card and read the descriptors.</li> <li>5. Each student then writes a sentence on the white board using one of the two meanings of the word in a sentence.</li> <li>6. Trio then compares a sentence.</li> <li>7. Each student that correctly writes a sentence gets one point.</li> <li>8. If a student is the only one in the trio that selected one of the meanings, then he/she gets a second point for originality.</li> <li>9. Activity is over when all cards have been used.</li> <li>10. Bring group back together to share a sentence or two with the entire group.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><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>Naming Parts of Sentences:</b> The naming part of a sentence tells you who or what the sentence is about. We call the naming part the subject. When you read a sentence ask yourself, “Who or what is this sentence about?” When you think about it you can identify the naming part of the sentence or the subject.</p> <p><b>Sentence Subjects</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Sentence Subject cards and a white board with pen/crayon.</li> <li>3. Shuffle the cards.</li> <li>4. Together, students turn up a card and read the sentence on the card.</li> <li>5. Students then decide which part of the sentence is the naming part or the subject and write that part of the sentence on the white board.</li> <li>6. When students have gone through all of the cards, bring them back together and have each group share at least one sentence and what they determined with the naming/subject part of the sentence.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<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>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> </ol>
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## Consult 4 Kids Lesson Plans

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

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### 2<sup>nd</sup> Grade Which Meaning?

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



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

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

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

## Consult 4 Kids Lesson Plans

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

<p><b>Materials:</b></p> <p>Activities at end of lesson plan</p> <p>White boards and crayons</p>
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<b>Opening</b>
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**State the objective**

The purpose of these lessons are to:

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

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

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

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

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

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

**jam jump jewelry**

<b>Content (the "Meat")</b>
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<p style="text-align: center;"><b>Fluency</b></p> <p>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.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> </ol>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (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).</p>
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## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary. During the next 11 days you will spend several days working with compound words.

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

### Parts to Whole

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

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

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<p><b>Activity</b></p> <p><b>Clarifying:</b>  <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><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>Alphabetical Order:</b> Alphabetical Order is a term we use to describe how we organize or order words by putting them in the same order that we say the alphabet. So, if we were looking to organize or order the three words zebra, cat and dog, we could say the alphabet and if we did we would order the words: cat, dog, zebra, because when we look at the first letter of the word, we can see that they are all different so it is simple to say the alphabet and order the words.</p> <p>Sometimes, when we look at the words that we are going to order we realize that more than one of them begin with the same letter. If that is the case then we have to group them first by the first letter, and then we order the words that begin with the same first letter by looking at the second letter. For example if we look at the words dog, zebra, cat, deer, we would see that in the first round we would order the words by the first letter and we would organize them cat, dog, deer, zebra. Then we would have to look at the two words that begin with "d" and look at the second letter. So if we put deer and dog together, we would know that deer comes before dog, because "e" occurs in the alphabet before "o". So our final list would be cat, deer, dog, zebra.</p> <p><b>Simple as ABC #2</b>  <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 word cards and a white board, pen or crayon.</li> <li>3. Ask students to work together to order the words on the card in alphabetical order.</li> <li>4. When they are satisfied that the words are ordered correctly, they should make a list on the white board.</li> <li>5. Remember that after ordering the words by the first letter, you would look at the words that begin with the same first letter and look to the second letter to determine the order.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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### Closing

#### Review

Say:

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

#### Debrief

##### LBNT

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

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

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

2<sup>nd</sup> Grade Parts to Whole (Compound Words)

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

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



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John and Mary are classmates.

Did you leave your bike outside?

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

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

## Consult 4 Kids Lesson Plans

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

### Materials:

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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students to the next level.

### Fluency Activity of the Day

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

### Vocabulary

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

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

### Which Meaning?

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

### Activity

**Clarifying:**

## Consult 4 Kids Lesson Plans

<p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Telling Parts of Sentences:</b> The telling part of the sentence tells what someone or something does or is. This part of the sentence is called the predicate. When you read a sentence, to find the predicate or the telling part of the sentence you need to ask yourself, "What is happening here?" The answer to that question will be the predicate. A predicate could be 1 word or many words. In the sentence: Dogs bark, the word "dogs" is the subject and the word "bark" is the predicate, it is what the dog is doing. Sentences must have both a subject (the naming part) and the predicate (the telling part) to be a complete sentence.</p> <p><b>Sentence Predicates</b>  <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 Sentence Predicate cards and a white board with pen/crayon.</li> <li>3. Shuffle the cards.</li> <li>4. Together, students turn up a card and read the sentence on the card.</li> <li>5. Students then decide which part of the sentence is the telling part or the predicate and write that part of the sentence on the white board.</li> </ol> <p>When students have gone through all of the cards, bring them back together and have each group share at least one sentence and what they determined with the telling/predicate part of the sentence.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

## Consult 4 Kids Lesson Plans

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

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

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Which Meaning?

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

## Consult 4 Kids Lesson Plans

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



Consult 4 Kids Lesson Plans

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

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

## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms:</b> Antonyms are words that mean the opposite of one another. One of the reasons that antonyms are important is that they tell you what something is not. For example, a light can be either on or off. Those are opposite, and if I tell you that a light is off, you would know that there is not enough light, and you would also know that if you needed to change that, you could turn the light on. Same is true for loud and soft. If something is loud you know it is not soft, quiet, or silent, which helps you to understand the meaning of "loud".</p> <p><b>Antonyms</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Antonym Word Bank and a deck of sentence cards.</li> <li>3. Working together, students select a sentence card, read the sentence, look at the underlined word and discuss what it means, and then go to the Antonym Word Bank and select an antonym for the underlined word.</li> <li>4. When they have reviewed all of the sentences, pair selects three antonyms from the Word Bank and writes an original sentence to share with the class.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p><b>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 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>Complete Sentences:</b> A complete sentence tells a complete idea and has a naming part and a telling part. In other words a naming part will tell you who or what and the telling part lets you know what the who or what is doing or being. We call the naming part the subject. We call the telling part the predicate. Write several sentences on the board and have children tell you which part is the subject and which part is the predicate. Explain that if both parts are not there, then it is not a sentence.</p> <p><b>Complete or Not Complete</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Complete or Not Complete game board and deck of cards.</li> <li>3. Shuffle the cards and put them to the right of the game board.</li> <li>4. Player 1 draws a card, and determines whether it represents a Complete sentence or a Not Complete sentence.</li> <li>5. If Player 2 agrees, then play moves to Player 2 who repeats the process.</li> <li>6. Game is over when all cards have been placed.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <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>

2<sup>nd</sup> Grade Antonyms

## Antonym Word Bank

slow

happy

open

in

start

young

push

hard

clean

right

on

fat

wet

close

day

start

huge

fast

ugly

old

thin

dry

high

light

night

end

pretty

tiny

new

man

Antonym Sentence Cards

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

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

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

Complete	Not Complete



Complete or Not Complete Cards

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

## Consult 4 Kids Lesson Plans

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

### Materials:

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](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

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

### Vocabulary

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

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

### Synonyms

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Questioning:

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

<p>I wonder how I would feel if the hare was making fun of me? I wonder....</p> <p style="text-align: center;"><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>Alphabetical Order:</b> Alphabetical Order is a term we use to describe how we organize or order words by putting them in the same order that we say the alphabet. So, if we were looking to organize or order the three words zebra, cat and dog, we could say the alphabet and if we did we would order the words: cat, dog, zebra, because when we look at the first letter of the word, we can see that they are all different so it is simple to say the alphabet and order the words.</p> <p><b>Yes or No</b>  <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 Yes or No Cards and a Yes or No Game Board.</li> <li>3. Pair works together to determine if the words on each card are in the correct alphabetical order.</li> <li>4. If they believe that the order is correct, they place the card in the “yes” column, if the words are not in the correct order, place the card in the “no” column.</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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <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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## Consult 4 Kids Lesson Plans

### Synonym Word Bank

large

tiny

chilly

huge

glad

small

cheerful

icy

buddies

choose

close

enjoy

fantastic

purchase

race

scream

warm

simple

napping

unclean

slow

ugly

quick

shout

funny

angry

begin

whisper

kind

near

Synonym Sentence Cards

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

## Consult 4 Kids Lesson Plans

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

2<sup>nd</sup> Grade Yes or No Cards

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



## Consult 4 Kids Lesson Plans

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

### Materials:

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](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.

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

### Homophone Pairs

#### Directions:

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

**Example:** son, sun

My son was playing in the sun yesterday.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

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

## Consult 4 Kids Lesson Plans

<p><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 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 Word Order:</b> When we write or speak in sentences there is an order that the words should come in. This is called syntax. Syntax is a way to describe word order. The first way to tell if the words are in the right order is to listen to what is being said or written and ask yourself, “Does this sound right?” Give students several examples of correct and incorrect order and ask children what they think—“Does it sound right?”</p> <p><b>Which Order?</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Which Order sentence card.</li> <li>3. Working together, students decide whether a. or b. is the correct word order.</li> <li>4. After they have worked through the entire card, students should write two sentences on their own and prepare to share with the class.</li> <li>5. Bring students back together to share with one another.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

2<sup>nd</sup> Grade Homophone Match

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

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### 2<sup>nd</sup> Grade Which Order?

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

## Consult 4 Kids Lesson Plans

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

### Materials:

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](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

students to the next level.

### Fluency Activity of the Day

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

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

### Vocabulary

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

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

### Homophone Pairs

#### Directions:

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

**Example:** son, sun

My son was playing in the sun yesterday.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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



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

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

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

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

2<sup>nd</sup> Grade Homophone Match

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

# Consult 4 Kids Lesson Plans

.	?	!

## Consult 4 Kids Lesson Plans

., ?,! Sentence Cards

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

## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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

### Fluency Activity of the Day

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

### Vocabulary

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

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

### Synonyms

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Summarizing:

**10 or Less:** Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?"

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

### Conventions

Often, this activity will be

## Consult 4 Kids Lesson Plans

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

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

### Capitalize the First

#### Directions:

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

centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Closing

#### Review

Say:

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

#### Debrief

#### DIGA

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

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

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

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

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

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



2<sup>nd</sup> Grade Synonyms  
 Synonym Word Bank

large

tiny

chilly

huge

glad

small

cheerful

icy

buddies

choose

close

enjoy

fantastic

purchase

race

scream

warm

simple

napping

unclean

slow

ugly

quick

shout

funny

angry

begin

whisper

kind

near

Synonym Sentence Cards

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

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

2<sup>nd</sup> Grade Capitalize the First

( my ) \_\_\_\_\_ cat's name is Ginger.

( i ) \_\_\_\_\_ am going to the store.

( the ) \_\_\_\_\_ rose smells sweet.

( susan ) \_\_\_\_\_ cleans her room.

( he ) likes to play soccer.

( birds ) are flying in the sky.

( how ) \_\_\_\_\_ is you sister?

( she ) \_\_\_\_\_ likes milk.

( candy ) \_\_\_\_\_ is not good for your teeth.

( jorge ) \_\_\_\_\_ can write his name.

( do ) \_\_\_\_\_ you like strawberry jam?

( drink ) \_\_\_\_\_ water every day.

( he ) \_\_\_\_\_ wore a baseball cap.

( the ) \_\_\_\_\_ pen had blue ink.

( ants ) \_\_\_\_\_ can bite you.

( play ) \_\_\_\_\_ the game with your brother.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Summarizing and Review
<b>Focus:</b>	Review Vocabulary and Conventions

### Materials:

Activities from Days 1 – 10  
White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> <li><b>Compound Words</b></li> <li><b>Synonyms</b></li> <li><b>Antonyms</b></li> <li><b>Homographs</b></li> <li><b>Multiple Meaning Words</b></li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, “Did you know...?” and then adds a piece of information that he/she has learned from the reading. The second student responds either “yes” or “no”, and then asks, “Did you know...?” this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and</p>

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<p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> <li><b>Alphabetical Order</b></li> <li><b>Sentence Structure and Completeness</b></li> <li><b>Capitalization</b></li> <li><b>Punctuation</b></li> <li><b>Parts of Sentences</b></li> </ul>	<p>understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What do you know about homophones? What hint does the word ending “phone” give you? What are some examples of homophones that you use regularly? What is a verb? How can you tell a verb from a noun? Give several examples of verbs that you use regularly. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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



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

### Fluency Activity of the Day

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

### Vocabulary

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

### Homophones

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

### Homophones

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

**One-Minute Predictions:** Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.

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

### Conventions

Often, this activity will be

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

### Verbs

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

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

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

### Ready, Set, Action

#### Directions:

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

centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Closing

#### Review

Say:

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

#### Debrief

#### LBNT

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

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

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

2<sup>nd</sup> Grade Homophones

sun	sea	piece	prey	be	blew
right	<div data-bbox="462 674 1133 915" style="background-color: purple; color: black; text-align: center; padding: 20px; border: 1px solid black;"> <h2>Homophones</h2> </div>				to
maid					plain
meat					high
sail					eye
male					ate

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

2<sup>nd</sup> Grade Ready, Set, Action! Sentence Cards

**Sentence Card**

Emily slides down the hill.

Mark climbs the tree.

Grandfather sits in the rocker.

Mom catches the baseball.

Molly pushed the swing.

The sun burned my skin.

The thunder boomed loudly.

Rain fell to the sidewalk.

Snowflakes shimmered in the sun.

The seal balanced the ball.

The clown gives flowers to the children.

The clerk sells candy to the boy.

The snail moves slowly.

Snow melts in the sun.

Kites fly high above our heads.

Julie cuts the paper dolls out.

The dog scratches for biting fleas.

A snake slithers across the grass.

The horses gallop rapidly across the arena.

Girls read the books silently.

## Consult 4 Kids Lesson Plans

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

**Materials:**

Activities at end of lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What do you know about synonyms? Please give several examples of synonyms. What do you know about nouns? Nouns are people, places, and things, give several examples of each. What is the difference between a common noun and a proper noun? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](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

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

### Vocabulary

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

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

### Synonyms

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Predicting

**Find the Evidence:** On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

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



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

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

2<sup>nd</sup> Grade Synonyms

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

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

2<sup>nd</sup> Grade Common Nouns

Person	Place	Thing

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

## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What do you know about contractions? When does it make sense to use a contraction? Give several examples of contractions and write them on the board. What do you know about verb tenses? What is the past tense of jump? How about laugh? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

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

Beyond fluency, it is important to read with correct phrasing and expression.

### Content (the "Meat")

#### Fluency

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

**Repeated Reading Process**

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

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

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

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

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

### Fluency Activity of the Day

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

### Vocabulary

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

#### Contractions

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

#### Contractions

##### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Predicting

**Three Words:** share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

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

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

Consult 4 Kids Lesson Plans

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

2<sup>nd</sup> Grade Past, Present, Future Game Board

Past	Present	Future

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2<sup>nd</sup> Grade Past, Present, Future Cards

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

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

## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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

### Fluency Activity of the Day

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

### Vocabulary

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

#### Contractions

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

#### Contractions

##### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

### Activity

**Clarifying:**



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<p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Verbs</b></p> <p>Verbs are words that tell what someone or something is doing. Verbs are usually in the predicate part of the sentence. Once you have identified the noun, then the verb tells you what is happening. Verbs come in a variety of forms:</p> <ul style="list-style-type: none"> <li>• action</li> <li>• must "agree" with the noun</li> <li>• show time (past, present, future)</li> <li>• link two parts of the sentence, show state of being instead of action</li> </ul> <p>Today we will be focusing on linking verbs. We will begin with action verbs, verbs that show activity by the subject of the sentence.</p> <p>Linking Verbs do not show action. Instead they link or connect two parts of the sentence. Examples of linking verbs are am, are, is, and was. Work thought several examples of linking verbs with students.</p> <p><b>Linking Verbs</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Linking Verb Card and white boards.</li> <li>3. Together, pair reviews each sentence on the card.</li> <li>4. Pair copies the sentence onto the white board.</li> <li>5. Pair decides which word is the linking verb and draws a line under it.</li> <li>6. Pair then determines what is being connected or linked by the linking verb and places a box around those two parts of the sentence.</li> <li>7. Example: I am a dancer. The linking verb is am and should be underlined. The link is between I and dancer, so both of those words would have a box drawn around them.</li> <li>8. Activity is over when all sentences have been completed.</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 Contractions

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't

## Consult 4 Kids Lesson Plans

are not	aren't	would not	wouldn't
do not	don't	will not	won't
was not	wasn't	should not	shouldn't

2<sup>nd</sup> Grade Linking Verb Card

**Sentence Card**

I am a dancer.

My library is very large.

This cat is black and white.

These cats are chubby.

Rocks are fun to collect.

Joe was a good neighbor.

The animals are very furry.

I am a second grader.

They were good people.

My name is Molly.

The leaves are yellow.

Jorge was excited about winning the race.

The cake was delicious.

The spiders were spinning webs in the window.

I am afraid of the dark.

The boys were best friends.

The girls were cheerleaders and dancers.

The band was in the parade.

The tree is next to the house.

The temperature is very warm.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Proper Nouns and Synonyms
<b>Focus:</b>	Vocabulary (Synonyms), Clarifying, and Proper Nouns

**Materials:**

Activities at end of lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly)
- Increase vocabulary (both academic and other words)
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing)
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is a synonym? Are the words fly and soar synonyms? Please give several other examples of synonyms. What do you know about nouns? Give six examples of proper nouns. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

During the next 11 days you will spend several days working with compound words.

### Synonyms

Synonyms are words that mean the same or nearly the same thing. It is important that we learn about synonyms as it will make our ability to communicate clearly easier. Talk with children about words that mean the same as laugh, cry, big, little, said. Make a list on the whiteboard or chart paper.

### Synonyms

#### Directions:

1. Divide students into pairs.
2. Give each pair a Synonym Game Board and Word Cards.
3. Shuffle the cards and place in between the students along with the game board.
4. Player 1 draws a word card and matches it to a synonym on the game board. He/she places a marker on the synonym.
5. Player 2 then takes his/her turn.
6. Play continues until all cards are played.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).

### Activity

**Clarifying:**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p><b>Charades:</b> choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Nouns</b></p> <p>Nouns are words that name a person, place, or thing. Nouns are often found in the subjects of sentences, naming what the sentence is about. Nouns can come in a several formats:</p> <ul style="list-style-type: none"> <li>• common noun</li> <li>• proper noun</li> <li>• singular or plural nouns</li> <li>• possessive nouns</li> </ul> <p>For the next three days we will look at one of these four types of nouns.</p> <p>Proper nouns name specific people, places, and things. A proper noun always starts with a capital letter. For example, while boy is a common noun, John (the name of the boy) is a proper noun because it names a specific boy.</p> <p><b>Proper Nouns</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 deck of Proper Noun cards and a white board for each player.</li> <li>3. Shuffle the cards and place face-down between the players.</li> <li>4. Player 1 draws a card and writes a proper noun on his/her white board that is an example of the specific person, place, or thing that is asked for on the card.</li> <li>5. Player 2 continues.</li> <li>6. Game is over when all cards have been played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

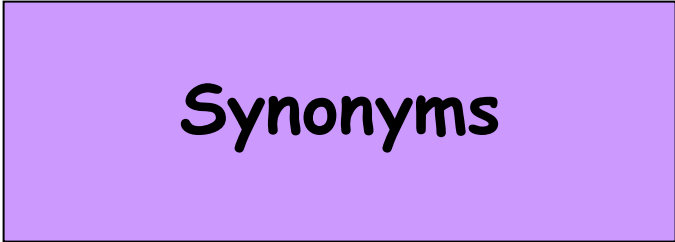
##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

##### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Synonyms

large	glad	icy	small	likes	shut
run					pick
buy					great
yell					friends
angry					sleepy
hop					finish

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chilly	huge	cheerful	tiny
buddies	choose	close	enjoys
fantastic	purchase	race	scream
mad	skip	tired	hates
unhappy	end	silent	ancient

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2<sup>nd</sup> Grade Proper Noun Cards

Name of a student	Name of your father	Name of your doctor	Name of your teacher
Name of your mother	Name of the school's cook	Name of the librarian	Name of a boy
Name of a girl	Name of a relative	Name of your principal	Name of the President
Brand name of your desk	Brand name of your paper	Brand name of your pencil	Brand name of your scissors
Title of your book	Brand name of your crayons	Type of a car	Type of a shoe
Type of a computer	Brand name of catsup	Name of a holiday	Brand name of soda
A park in your neighborhood	A store you shop at	A lake nearby	The city you live in
The state you live in	A beach you know about	A motel that you've seen	A restaurant in your city
The name of a bakery	A national park	A city nearby	Your name

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Agree or Not and Homophones
<b>Focus:</b>	Vocabulary (Homophones), Clarifying and Subject-Verb Agreement

**Materials:**

Activities at the end of the lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly)
- Increase vocabulary (both academic and other words)
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing)
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Give several examples of antonyms for "cold". How can you tell if a sentence is a complete sentence?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homophones</b> Homophones are words that sound the same but are spelled differently and have different meanings. Knowing how to spell the correct homophone in a sentence is very important if we want to communicate clearly. Some common homophones are to, two, and two, right and write, and pray and prey.</p> <p><b>Homophones</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Homophone Game Board and Word Cards.</li> <li>3. Shuffle the cards and place in between the students along with the game board.</li> <li>4. Player 1 draws a word card and matches it to a homophone on the game board. He/she places a marker on the homophone.</li> <li>5. Player 2 then takes his/her turn.</li> <li>6. Play continues until all cards are played.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b> <b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

## Consult 4 Kids Lesson Plans

<p>be used as a “when homework is finished” activity.</p> <p><b>Verbs</b></p> <p>Verbs are words that tell what someone or something is doing. Verbs are usually in the predicate part of the sentence. Once you have identified the noun, then the verb tells you what is happening. Verbs come in a variety of forms:</p> <ul style="list-style-type: none"> <li>• action</li> <li>• must “agree” with the noun</li> <li>• show time (past, present, future)</li> <li>• link two parts of the sentence, show state of being instead of action</li> </ul> <p>For the next 5 days we will be focusing on verbs. We will begin with action verbs, verbs that show activity by the subject of the sentence.</p> <p>Nouns and verbs must “agree” with on another. A singular noun will usually have a verb with an “s” at the end. A plural noun will usually have a verb that does NOT have an “s” added to it at the end.</p> <p><b>Agree or Not</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Verb Agreement Card and white boards.</li> <li>3. Together, children look at the sentence card and decide if the noun and verb agree. If they do, students move on to the next sentence. If they do not agree, students will rewrite the phrase, ensuring that the noun and the verb agree.</li> <li>4. Activity is complete when all sentences have been reviewed.</li> </ol>	<p>conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today’s lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <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> </ol> <p style="margin-left: 40px;">Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>

2<sup>nd</sup> Grade Homophones

sun	sea	piece	prey	be	blew
right					to
maid					plain
meat					high
sail					eye
male					ate



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son	sea	peace	pray
bee	blue	write	too
made	plane	hi	meet
sale	I	eight	mail
heel	bury	clothes	flour

2<sup>nd</sup> Grade Agreement or Not Sentence Card

**Sentence Card**

Bees gathers nectar from the flowers.

Julie plant the seeds.

The beekeeper collect the honey from the hives.

The dolphins swims rapidly around the ship.

The tree fells down as a result of the wind and rain.

The cheeseburger taste delicious.

The bride walks slowly down the aisle.

The balloons floats above the crowd.

The runners races down the track to the finish line.

Voters elects the outspoken gentleman.

Dog bark loudly every night after midnight.

Kittens purrs loudly when they are going to sleep.

Sirens shrieks loudly to alert the neighborhood.

The windows opens to let the breeze from the ocean enter the house.

Joyce underlines the words with a green marker.

Her father purchase a new car every two years.

The whale jump out of the water before swimming away.

The announcer read the advertisement to the audience.

The calendars identify the time and date for each activity.

Her jacket warm her when she zips it.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Antonyms and Singular and Plural
<b>Focus:</b>	Vocabulary (Antonyms), Questioning, and Singular and Plural Nouns

### Materials:

Activities at the end of the lesson plan  
White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about antonyms? Please give several examples of antonyms for the word "hot". What are some examples of singular and plural nouns? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b></p> <p>Antonyms are words that mean the opposite of each other. It is important that we learn about antonyms as it will make our ability to communicate clearly easier. Talk with children about words that are the opposite such as laugh and cry, big and little, shout and whisper. Make a list on the whiteboard or chart paper.</p> <p><b>Antonyms</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 Antonym Game Board and Word Cards.</li> <li>3. Shuffle the cards and place in between the students along with the game board.</li> <li>4. Player 1 draws a word card and matches it to an antonym on the game board. He/she places a marker on the antonym.</li> <li>5. Player 2 then takes his/her turn.</li> <li>6. Play continues until all cards are played.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	
<p style="text-align: center;"><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>Nouns</b></p> <p>Nouns are words that name a person, place, or thing. Nouns are often found in the subjects of sentences, naming what the sentence is about. Nouns can come in a several formats:</p> <ul style="list-style-type: none"> <li>• common noun</li> <li>• proper noun</li> <li>• singular or plural nouns</li> <li>• possessive nouns</li> </ul> <p>For the next two days we will look at one of these four types of nouns.</p> <p>Singular and plural nouns represent one or more than one person, place or thing. Usually we can determine that a noun is plural because it has an “s” or “es” at the end. For example boy means one male child while boys, means two or more male children.</p> <p><b>Singular and Plural</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of sentence cards and white boards.</li> <li>3. Shuffle the cards and put in between the students.</li> <li>4. Player 1 draws a card, identifies whether the underlined word is singular or plural, and then rewrites the sentence, changing the underlined word from singular to plural form. For example: The <u>boy</u> jumps. would become The boys jump.</li> <li>5. Player 2 then continues play.</li> <li>6. Game is over when all cards have been played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>


<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Antonyms

sit	forget	run	asleep	up	go
shiny					noisy
little					dirty
early					cold
left					good
wet	ugly	slow	high	heavy	easy

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stop	down	stand	awake
remember	walk	dull	quiet
huge	clean	late	hot
right	terrible	dry	pretty
low	fast	light	hard



## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Singular and Plural Nouns

The <u>bee</u> is flying to the hive.	A green <u>frog</u> hops away.	The <u>turtle</u> pulled its head back into its shell.
My <u>dog</u> barks at strangers.	The <u>snail</u> moves very slowly.	The <u>flower</u> smells wonderful.
The <u>computer</u> was on all night.	The <u>circle</u> was green.	My <u>cat</u> purred softly.
The <u>hamburger</u> tasted delicious.	The <u>peach</u> is orange.	My <u>book</u> is about camping.
The <u>bug</u> crawls slowly across the leaf.	The <u>balloon</u> popped loudly.	Many <u>plants</u> covered the flower bed.
Her <u>crutches</u> helped her walk.	Five <u>dresses</u> were hung in the closet.	<u>Horses</u> galloped across the park.
<u>Trees</u> lined the street.	<u>Branches</u> are pruned carefully	<u>Birds</u> flew in formation as they headed south.
<u>Foxes</u> have bushy tails.	<u>Books</u> covered the desk.	The <u>babies</u> cried loudly.
The <u>stories</u> caused the boy to laugh.	Fifteen <u>flies</u> buzzed around.	My <u>teeth</u> ache.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Agree and Not and Compound Words
<b>Focus:</b>	Vocabulary (Compound Words), Questioning, and Subject-Verb Agreement

### Materials:

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about compound words? Please give several examples of compound words that you use regularly. What do you know about subject verb agreement? Why is this important when you are or are not there? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Compound Words</b></p> <p>A compound word is a word that is made up of two separate words. When the words are put together they create a unique meaning.</p> <p>Examples of compound words include blackboard, seashell, and homerun.</p> <p><b>Compound Words</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of word cards, a game board, and a white board for each player.</li> <li>3. Shuffle the cards and put them between the players.</li> <li>4. Player 1 draws a card and selects the word on the game board that can be combined with the word card to create a compound word.</li> <li>5. Player places a token on the word on the game board that has been used and writes the word on his/her white board.</li> <li>6. Player 2 repeats the process.</li> <li>7. Game is over when all spaces are covered.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p 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>Verbs</b></p> <p>Verbs are words that tell what someone or something is doing. Verbs are usually in the predicate part of the sentence. Once you have identified the noun, then the verb tells you what is happening. Verbs come in a variety of forms:</p> <ul style="list-style-type: none"> <li>• action</li> <li>• must “agree” with the noun</li> <li>• show time (past, present, future)</li> <li>• link two parts of the sentence, show state of being instead of action</li> </ul> <p>For the next 4 days we will be focusing on verbs. We will begin with action verbs, verbs that show activity by the subject of the sentence.</p> <p>Nouns and verbs must “agree” with on another. A singular noun will usually have a verb with an “s” at the end. A plural noun will usually have a verb that does NOT have an “s” added to it at the end. <b>Note:</b> This is a review of the activity that you did yesterday.</p> <p><b>Agree or Not</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Verb Agreement Card and white boards.</li> <li>3. Together, children look at the sentence card and decide if the noun and verb agree. If they do, students move on to the next sentence. If they do not agree, students will rewrite the phrase, ensuring that the noun and the verb agree.</li> <li>4. Activity is complete when all sentences have been reviewed.</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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>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>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Compound Words

dog	coat	sun	paper	after	home
room	<div data-bbox="472 674 1143 915" style="background-color: #e6e6fa; padding: 20px; text-align: center;"> <h2>Compound Words</h2> </div>				rail
paste					melon
grand					back
side					play
ball					shine

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house	rain	glasses	news
work	bed	noon	tooth
water	father	yard	out
ground	basket	sun	stairs
road	every	bow	bare

Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Agreement or Not Sentence Card

Sentence Card
Bees gathers nectar from the flowers.
Julie plant the seeds.
The beekeeper collect the honey from the hives.
The dolphins swims rapidly around the ship.
The tree fells down as a result of the wind and rain.
The cheeseburger taste delicious.
The bride walks slowly down the aisle.
The balloons floats above the crowd.
The runners races down the track to the finish line.
Voters elects the outspoken gentleman.
Dog bark loudly every night after midnight.
Kittens purrs loudly when they are going to sleep.
Sirens shrieks loudly to alert the neighborhood.
The windows opens to let the breeze from the ocean enter the house.
Joyce underlines the words with a green marker.
Her father purchase a new car every two years.
The whale jump out of the water before swimming away.
The announcer read the advertisement to the audience.
The calendars identify the time and date for each activity.
Her jacket warm her when she zips it.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Past Present Future Verbs
<b>Focus:</b>	Vocabulary (Compound Words), Summarizing, and Verb Tenses (Present, Past, Future)

### Materials:

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about compound words? Give several examples of compound words that you use. Is the word boyfriend a compound word? How about the word friendly? How do you know the difference? What do you know about verb tenses? If you were walking yesterday, how would you say that in the past tense? How would you say it if you were walking sometime in the future? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](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.

#### Compound Words

A compound word is a word that is made up of two separate words. When the words are put together they create a unique meaning.

Examples of compound words include blackboard, seashell, and homerun.

#### Compound Words

##### Directions:

1. Divide students into pairs.
2. Give each pair a set of word cards, a game board, and a white board for each player.
3. Shuffle the cards and put them between the players.
4. Player 1 draws a card and selects the word on the game board that can be combined with the word card to create a compound word.
5. Player places a token on the word on the game board that has been used and writes the word on his/her white board.
6. Player 2 repeats the process.
7. Game is over when all spaces are covered.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you’ve read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

**Summarizing:**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p><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 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>Verbs</b></p> <p>Verbs are words that tell what someone or something is doing. Verbs are usually in the predicate part of the sentence. Once you have identified the noun, then the verb tells you what is happening. Verbs come in a variety of forms:</p> <ul style="list-style-type: none"> <li>• action</li> <li>• must "agree" with the noun</li> <li>• show time (past, present, future)</li> <li>• link two parts of the sentence, show state of being instead of action</li> </ul> <p>For the next 3 days we will be focusing on verbs. We will begin with action verbs, verbs that show activity by the subject of the sentence.</p> <p>Verbs can show time. Time is determined as present (happening right now), past (happening at an earlier time) and future (happening at a future time). Practice several examples of present, past, and future tense.</p> <p><b>Past, Present, Future</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Past, Present, Future game board and deck of word cards.</li> <li>3. Shuffle the cards and place them facedown between the students next to the game board.</li> <li>4. Player 1 draws a card and determines whether the verb represents the past, present, or future state, placing the verb in the correct column.</li> <li>5. Player 2 continues play in the same way.</li> <li>6. Game is over when all cards have been sorted.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

##### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Compound Words

dog	coat	sun	paper	after	home
room	<div data-bbox="472 674 1143 915" style="background-color: #e6e6fa; padding: 20px; text-align: center;"> <h2>Compound Words</h2> </div>				rail
paste					melon
grand					back
side					play
ball					shine

Consult 4 Kids Lesson Plans

house	rain	glasses	news
work	bed	noon	tooth
water	father	yard	out
ground	basket	sun	stairs
road	every	bow	bare

2<sup>nd</sup> Grade Past, Present, Future Game Board

Past	Present	Future

Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Past, Present, Future Cards

play	plays	played	will play
jump	jumps	jumped	will jump
kick	kicks	kicked	will kick
race	races	raced	might race
walk	walks	walked	may walk
eat	eats	ate	will eat
brush	brushes	brushed	may brush
pick	picks	picked	may pick
take	takes	took	will take



### Consult 4 Kids Lesson Plans

run	runs	ran	will run
break	breaks	broke	may break
write	writes	wrote	will write
slide	slides	slid	will slide
leave	leaves	left	will leave
mow	mows	mowed	will mowed
chirp	chirps	chirped	may chirp
plant	plants	planted	will plant
drink	drinks	drank	will drink

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Possessive Nouns and Antonyms
<b>Focus:</b>	Vocabulary (Antonyms), Summarizing, and Possessive Nouns

**Materials:**

Activities at the end of the lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about antonyms? What are some antonyms for the word happy? How about the word beautiful? Think of several other words that create antonym pairs. List them on the board. What do you know about possessive nouns? Give several examples of a possessive common noun as well as an example of a proper common noun.

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Antonyms

Antonyms are words that mean the opposite of each other. It is important that we learn about antonyms as it will make our ability to communicate clearly easier. Talk with children about words that are the opposite such as laugh and cry, big and little, shout and whisper. Make a list on the whiteboard or chart paper.

#### Antonyms

##### Directions:

1. Divide students into pairs.
2. Give each pair a Antonym Game Board and Word Cards.
3. Shuffle the cards and place in between the students along with the game board.
4. Player 1 draws a word card and matches it to an antonym on the game board. He/she places a marker on the antonym.
5. Player 2 then takes his/her turn.
6. Play continues until all cards are played.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings)

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information)

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail)

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Summarizing:

**10 or Less:** Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?"

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><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>Nouns</b></p> <p>Nouns are words that name a person, place, or thing. Nouns are often found in the subjects of sentences, naming what the sentence is about. Nouns can come in a several formats:</p> <ul style="list-style-type: none"> <li>• common noun</li> <li>• proper noun</li> <li>• singular or plural nouns</li> <li>• possessive nouns</li> </ul> <p>For the next four days we will look at one of these four types of nouns.</p> <p>Possessive nouns are nouns that show ownership. We show ownership by the use of an apostrophe. If the word does NOT end in “s”, we add an apostrophe and “s”—’s. If the word DOES end in “s”, we simply add the apostrophe, s’.</p> <p><b>Possessive Nouns</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Possessive Noun Cards and white boards.</li> <li>3. Shuffle the deck.</li> <li>4. Player 1 draws a card and follows the direction, stating and writing the possessive noun. For example: Game belongs to my brother, becomes my brother’s game.</li> <li>5. Player 2 continues the same way.</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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>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> </ol>
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## Consult 4 Kids Lesson Plans

2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Antonyms

sit	forget	run	asleep	up	go
shiny					noisy
little					dirty
early					cold
left					good
wet	ugly	slow	high	heavy	easy

## Consult 4 Kids Lesson Plans

stop	down	stand	awake
remember	walk	dull	quiet
huge	clean	late	hot
right	terrible	dry	pretty
low	fast	light	hard

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Possessive Nouns

Game belongs to my brother	Pencils belong to Mary	Ring belongs to mother
Pennies belong to Jorge	Hamster belongs to James	Scarf belongs to sis
Jacket belongs to dad	Calendar belongs to the teacher	Map belongs to the geographer
Car belongs to Hoss	Comb belongs to Les	Glasses belong to grandmother
Purse belongs to the lady	Dog belongs to Kelly	Cat belongs to nobody
Slide belongs to the park	Badge belongs to the sheriff	Home belongs to the family
Diploma belongs to the graduate	Cage belongs to the tiger	Chair belongs to the office
Baseballs belong to the girls	Hula hoops belong to the class	Recipes belong to the chefs
Trophy belongs to the team	Cake belongs to the baker	Friend belongs to Ed



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Student Activity Choice
<b>Focus:</b>	Review Vocabulary and Conventions

**Materials:**

Activities from Days 1 – 10  
White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <ul style="list-style-type: none"> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> <li>Compound Words</li> <li>Contractions</li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings)</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information)</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail)</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to</p>

## Consult 4 Kids Lesson Plans

<p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <ul style="list-style-type: none"> <li><b>Common Nouns</b></li> <li><b>Proper Nouns</b></li> <li><b>Singular and Plural Nouns</b></li> <li><b>Possessive Nouns</b></li> <li><b>Ready, Set, Action</b></li> <li><b>Agree or Not</b></li> <li><b>Past, Present, Future</b></li> <li><b>Linking Verbs</b></li> </ul>	<p>determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Articles
<b>Focus:</b>	Vocabulary (Building Vocabulary), Predictions, and Articles (a, an, the)

**Materials:**

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Building a big vocabulary is important. If you were to speak Eskimo, you would have over 25 words for snow. Why would it be important for Eskimos to have so many words for “snow”? How will have a lot of word help you? The words: the, a, an, are articles. They are used to make speaking and writing flow more easily. Use each of these articles in a sentence. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Vocabulary</b></p> <p>Vocabulary refers to words that we know and use when we speak and write. Knowing what words mean is important and being able to match words to clues is also helpful.</p> <p>Give several clues and have children determine what word or words go with the clues.</p> <p><b>Vocabulary Builder</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide the students into pairs.</li> <li>2. Give each pair a Vocabulary Builder Game Board.</li> <li>3. Together, students complete each of the boxes, providing vocabulary that matches the clue.</li> <li>4. When pair is finished they should join another pair and share their answers.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p>	<p>Often, this activity will be</p>

## Consult 4 Kids Lesson Plans

This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Articles

Articles are small words that come before a noun or an adjective-noun combination. There are three articles: a, an, and the. The words “a” and “an” both mean one. “A” comes before a word (adjective or noun) that begins with a consonant. “An” comes before a word (adjective or noun) that begins with a vowel.

The words “a” and “an” single that something is being talked about generally. “The”, on the other hand, signals that something specific is being talked about. Think about the subtle difference in the phrases “a green door” and “the green door”. Although it seems like there should be much difference, the words we choose always make a difference.

### Articles

#### Directions:

1. Divide students into pairs.
2. Give each student a deck of Articles Cards and a Game Board.
3. Shuffle the cards and place the cards face down next to the Game Board between the students.
4. Player 1 draws a card and decides which article to place the word under.
5. Player 2 continues in the same way.
6. Game is over when the cards have all been used.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### LBNT

Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Articles

A	An	The

2<sup>nd</sup> Grade Articles Cards

dictionary	toy	ocean
deer	beach	ant
egg	lake	ripe orange
house	panda	large slide
icicle	umbrella	elephant
movie	purse	basketball
tennis shoe	tree	igloo
computer	watch	easy problem
omelet	woman	orange cat



Consult 4 Kids Lesson Plans

peach pie	oven	best player
car	apartment	house



2<sup>nd</sup> Grade Vocabulary Builder

a three syllable word	a compound word	a word with a prefix	a word with a suffix	a word used in science
a word used in math	a contraction	one syllable word	an action word	a noun that has 6 letters or more
a synonym for the word ugly	the name of a holiday	a word that describes a feeling	a homophone	an antonym for clean
an antonym for heavy	a verb that shows action	a color word	a word to describe a dog	a synonym for the word laugh

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Find the Evidence and Adjectives
<b>Focus:</b>	Vocabulary (Prefixes), Predicting, and Adjectives

**Materials:**

Activities at end of lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about prefixes? Where would you find them in a word? What are some of the most commonly used prefixes. What do you know about adjectives? What are some of the adjectives that you use regularly? How would you describe your pet if you couldn't use adjectives? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student’s vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Prefixes</b></p> <p>A prefix is a group of letters added to the beginning of a word. The word that the prefix is added to is called a root or based word. When you add a prefix you change the meaning of the root word. Two common prefixes are re- and un-. Re means again or back. In the example “redo”, the re makes the word do mean to do again. Un means not. In the word unclean, the un makes the word mean not clean or dirty.</p> <p><b>Prefixes</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Prefixes Game Board and set of Prefix Cards.</li> <li>3. Shuffle the cards and place them by the Game Board between the two players.</li> <li>4. Player 1 draws a card, reads the sentence and decides whether to add the prefix re- or the prefix –un to the word. Once the decision has been made, the player covers the re- or un- on the Game Board.</li> <li>5. Player 2 continues in the same way.</li> <li>6. Game is over when all cards have been played.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p><b>Find the Evidence:</b> On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adjectives</b> Adjectives are words that describe nouns. Adjectives can tell you the following things:</p> <ul style="list-style-type: none"> <li>• number</li> <li>• color</li> <li>• size</li> <li>• shape</li> <li>• other details</li> </ul> <p>Have children name adjectives that fall into the categories above before doing the activity.</p> <p><b>Adjectives</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adjectives Game Board and Adjective Cards.</li> <li>3. Shuffle the cards and along with the game board put between the students.</li> <li>4. Player 1 draws a card and determines which column the adjective belongs in.</li> <li>5. Player 2 continues and play goes back and forth between the players until all the cards are played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**DIGA**


- D:** Describe one of the ELA activities that we did today.
- I:** Interpret that activity to your own experience and your own school work.
- G:** Generalize how the information you learned today will help you in school tomorrow and in your life.
- A:** Make a commitment to apply the learning within the next 48 hours.

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup>-3<sup>rd</sup> Grade Prefixes

re-	un-	re-	un-	re-	un-
un-					re-
re-					un-
un-					re-
re-					un-
un-					re-
un-	re-	un-	re-	un-	re-

## Consult 4 Kids Lesson Plans

### Grade 2-3 Prefixes

She (wrapped) the presents she was given.	He had to (draw) the plans.	John's directions were (clear).	Eating candy is (healthy).
Jorge had to (do) his homework.	The glass is empty. (Fill) it please.	He did not win. He was (lucky).	She looked inside the present and had to (wrap) it.
Mark will need to (read) the story.	Each week he has to (wind) the clock.	Please (write) the story.	He is an (known) stranger.
Please (zip) the baby's jacket.	You will need to (heat) the leftovers.	I will buy the (opened) peanuts.	Please (send) the email.
Please (tie) your shoe before you take it off.	The director called for a (take) of the scene.	You will need to (align) the folders.	Please (wash) the vegetables.





2-3 Grade Adjectives

Number	Color	Size	Shape	Other Details

## Adjective Cards

two	yellow	twenty	four	orange
brown	sixteen	purple	nine	five
green	square	circular	thin	small
oval	long	tiny	round	large
gray	barking	beautiful	tired	squirming
giant	black	thirteen	one	sunny
triangular	shallow	rapid	white	twelve

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Nouns In Print
<b>Focus:</b>	Vocabulary (Nouns), Predicting, and Sentence Builders

### Materials:

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Nouns name people, places, and things. Make a list of at least 5 nouns in each of these categories. Use them in a sentence. Part of communicating is writing and to do this, we need to be able to build sentences. What are the parts of a sentence? Give an example of a subject. Give an example of a predicate. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression.

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site)

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Nouns</b></p> <p>Nouns are words that name people, places, and things. Nouns can be common nouns, like the words boy, teacher, park, building, pail and desk. Nouns can be proper nouns that name specific people, places, and things. For example: John, Mary, Griffith Park, Empire State Building, Quarter Pounder, Nike.</p> <p>Ask children to name a variety of nouns and determine if they are examples of person, place or thing.</p> <p><b>Nouns in Print</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 2 or 3.</li> <li>2. Give each pair a Person, Place, Thing grid, newspaper or magazine, scissors, and glue sticks.</li> <li>3. Ask students to find at least 10 words for each category and paste them in the correct column.</li> <li>4. When group is finished, ask them to share with another group.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

**Three Words:** share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.

### Conventions

This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

### Sentence Builders

A sentence is built in a particular order. This is called syntax. The normal word order for a sentence in English is adjective + noun + verb + adverb. An example of this would be “Big dogs bark loudly.” Another example would be: Pretty, little girls wear yellow.

Have students give you several sentences to write on the board or on chart paper. Identify which words are nouns, verbs, adjective, and adverbs.

You can add other words and phrases as well.

### Sentence Builder

#### Directions:

1. Divide students into pairs.
2. Give each pair two sheets of paper.
3. Ask pair to fold the paper in a hot dog fold and then divide the paper into 1/4<sup>ths</sup>.
4. It will look like this:

A	N	V	AD
---	---	---	----

5. In order to create a sentence, label the first space A for Adjective, the second N for Noun, the third V for Verb, and the fourth AD for Adverb.
6. Once the space is labeled, students should take scissors and cut on the line through the top flap. It would look like this:

	N	V	AD
--	---	---	----

7. The first flap is open, and after you cut the first flap across the paper you will be able to see the space underneath the first layer.
8. Have students write a sentence, placing one word (adjective, noun, verb, or adverb, in each space and draw a picture in each space to illustrate the word.
9. Students should create two sentences and then share with another pair.

Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Nouns in Print

Person	Place	Thing

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Prefixes and Adjectives
<b>Focus:</b>	Vocabulary (Prefixes), Clarifying, and Adjectives

**Materials:**

Activities at end of lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the prefixes that you use regularly? Make a list of 5 prefixes and then make as many words as you can using those prefixes. Adjectives describe nouns (persons, places, and things). Identify 3 adjectives for each of these nouns. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary. During the next 11 days you will spend several days working with compound words.

#### Prefixes

A prefix is a group of letters added to the beginning of a word. The word that the prefix is added to is called a root or based word. When you add a prefix you change the meaning of the root word. Two common prefixes are re- and un-. Re means again or back. In the example "redo", the re makes the word do mean to do again. Un means not. In the word unclear, the un makes the word mean not clean or dirty.

#### Prefixes

##### Directions:

1. Divide students into pairs.
2. Give each pair a Prefixes Game Board and set of Prefix Cards.
3. Shuffle the cards and place them by the Game Board between the two players.
4. Player 1 draws a card, reads the sentence and decides whether to add the prefix re- or the prefix -un to the word. Once the decision has been made, the player covers the re- or un- on the Game Board.
5. Player 2 continues in the same way.
6. Game is over when all cards have been played.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

### Activity

## Consult 4 Kids Lesson Plans

<p><b>Clarifying:</b></p> <p><b>Charades:</b> choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adjectives</b> Adjectives are words that describe nouns. Adjectives can tell you the following things:</p> <ul style="list-style-type: none"> <li>• number</li> <li>• color</li> <li>• size</li> <li>• shape</li> <li>• other details</li> </ul> <p>Have children name adjectives that fall into the categories above before doing the activity.</p> <p><b>Adjectives</b> <u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adjectives Game Board and Adjective Cards.</li> <li>3. Shuffle the cards and along with the game board put between the students.</li> <li>4. Player 1 draws a card and determines which column the adjective belongs in.</li> <li>5. Player 2 continues and play goes back and forth between the players until all the cards are played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>


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>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Prefixes

re-	un-	re-	un-	re-	un-
un-					re-
re-					un-
un-					re-
re-					un-
un-					re-
un-	re-	un-	re-	un-	re-

Consult 4 Kids Lesson Plans

Grade 2 Prefixes

She (wrapped) the presents she was given.	He had to (draw) the plans.	John's directions were (clear).	Eating candy is (healthy).
Jorge had to (do) his homework.	The glass is empty. (Fill) it please.	He did not win. He was (lucky).	She looked inside the present and had to (wrap) it.
Mark will need to (read) the story.	Each week he has to (wind) the clock.	Please (write) the story.	He is an (known) stranger.
Please (zip) the baby's jacket.	You will need to (heat) the leftovers.	I will buy the (opened) peanuts.	Please (send) the email.
Please (tie) your shoe before you take it off.	The director called for a (take) of the scene.	You will need to (align) the folders.	Please (wash) the vegetables.



2nd Grade Adjectives

Number	Color	Size	Shape	Other Details

## Adjective Cards

two	yellow	twenty	four	orange
brown	sixteen	purple	nine	five
green	square	circular	thin	small
oval	long	tiny	round	large
gray	barking	beautiful	tired	squirming
giant	black	thirteen	one	sunny
triangular	shallow	rapid	white	twelve

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Sentence Builders
<b>Focus:</b>	Vocabulary (Nouns), Clarifying, and Sentence Builders

### Materials:

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Make a list of both common and proper nouns. Match them—placing the people with people, places with places, and things with things. What is the difference between a common and a proper noun? Why is it important to make the distinction? Work together to create 5 sentences that have 7 or more words. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Nouns

Nouns are words that name people, places, and things. Nouns can be common nouns, like the words boy, teacher, park, building, pail and desk. Nouns can be proper nouns that name specific people, places, and things. For example: John, Mary, Griffith Park, Empire State Building, Quarter Pounder, Nike.

Ask children to name a variety of nouns and determine if they are examples of person, place or thing.

#### Nouns in Print

##### Directions:

1. Divide students into groups of 2 or 3.
2. Give each pair a Person, Place, Thing grid, newspaper or magazine, scissors, and glue sticks.
3. Ask students to find at least 10 words for each category and paste them in the correct column.
4. When group is finished, ask them to share with another group.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

### Activity

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<p><b>Clarifying:</b></p> <p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>									
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentence Builders</b></p> <p>A sentence is built in a particular order. This is called syntax. The normal word order for a sentence in English is adjective + noun + verb + adverb. An example of this would be "Big dogs bark loudly." Another example would be: Pretty, little girls wear yellow.</p> <p>Have students give you several sentences to write on the board or on chart paper. Identify which words are nouns, verbs, adjective, and adverbs.</p> <p>You can add other words and phrases as well.</p> <p><b>Sentence Builder</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair two sheets of paper.</li> <li>3. Ask pair to fold the paper in a hot dog fold and then divide the paper into 1/4<sup>ths</sup>.</li> <li>4. It will look like this:             <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">A</td> <td style="width: 20px; height: 20px;">N</td> <td style="width: 20px; height: 20px;">V</td> <td style="width: 20px; height: 20px;">AD</td> </tr> </table> </li> <li>5. In order to create a sentence, label the first space A for Adjective, the second N for Noun, the third V for Verb, and the fourth AD for Adverb.</li> <li>6. Once the space is labeled, students should take scissors and cut on the line through the top flap. It would look like this:             <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;">N</td> <td style="width: 20px; height: 20px;">V</td> <td style="width: 20px; height: 20px;">AD</td> </tr> </table> </li> <li>7. The first flap is open, and after you cut the first flap across the paper you will be able to see the space underneath the first layer.</li> <li>8. Have students write a sentence, placing one word (adjective, noun, verb, or adverb, in each space and draw a picture in each space to illustrate the word.</li> <li>9. Students should create two sentences and then share with another pair.</li> </ol>	A	N	V	AD		N	V	AD	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
A	N	V	AD						
	N	V	AD						

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

##### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Nouns in Print

Person	Place	Thing

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Vocabulary Building
<b>Focus:</b>	Vocabulary (Building Vocabulary), Clarifying and Articles (the, an, a)

**Materials:**

Activities at the end of the lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Building vocabulary is very important. Make a list of all of the words you can think of that mean “big”. Each of the words you have named means something slightly different. Why is it important for us to know so many different ways to say the word “big”? Articles (the, a, an) might be tiny, but they make speaking and writing more fluid. Write three sentences on the board using the words a, the, and an. Then take out these words and read the sentences without those words. How does it “feel” to say these sentences without these words?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move

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5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

on with the story).

### Fluency Activity of the Day

**Speed Reading:** Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Vocabulary

Vocabulary refers to words that we know and use when we speak and write. Knowing what words mean is important and being able to match words to clues is also helpful.

Give several clues and have children determine what word or words go with the clues.

#### Vocabulary Builder

##### Directions:

1. Divide the students into pairs.
2. Give each pair a Vocabulary Builder Game Board.
3. Together, students complete each of the boxes, providing vocabulary that matches the clue.
4. When pair is finished they should join another pair and share their answers.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

#### Activity

##### Clarifying:

**Individual Show-Off:** Before class, use several of the interesting words in a sentence in

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Articles</b></p> <p>Articles are small words that come before a noun or an adjective-noun combination. There are three articles: a, an, and the. The words “a” and “an” both mean one. “A: comes before a word (adjective or noun) that begins with a consonant. “An” comes before a word (adjective or noun) that begins with a vowel.</p> <p>The words “a” and “an” single that something is being talked about generally. “The”, on the other hand, signals that something specific is being talked about. Think about the subtle difference in the phrases “a green door” and “the green door”. Although it seems like there should be much difference, the words we choose always make a difference.</p> <p><b>Articles</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each student a deck of Articles Cards and a Game Board.</li> <li>3. Shuffle the cards and place the cards face down next to the Game Board between the students.</li> <li>4. Player 1 draws a card and decides which article to place the word under.</li> <li>5. Player 2 continues in the same way.</li> <li>6. Game is over when the cards have all been used.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### 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.

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2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



2<sup>nd</sup> Grade Articles

A	An	The

2<sup>nd</sup> Grade Articles Cards

dictionary	toy	ocean
deer	beach	ant
egg	lake	ripe orange
house	panda	large slide
icicle	umbrella	elephant
movie	purse	basketball
tennis shoe	tree	igloo
computer	watch	easy problem
omelet	woman	orange cat

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peach pie	oven	best player
car	apartment	house



2<sup>nd</sup> Grade Vocabulary Builder

a three syllable word	a compound word	a word with a prefix	a word with a suffix	a word used in science
a word used in math	a contraction	one syllable word	an action word	a noun that has 6 letters or more
a synonym for the word ugly	the name of a holiday	a word that describes a feeling	a homophone	an antonym for clean
an antonym for heavy	a verb that shows action	a color word	a word to describe a dog	a synonym for the word laugh

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	I Wonder and Suffixes
<b>Focus:</b>	Vocabulary (Suffixes), Questioning, and Adverbs

**Materials:**

Activities at the end of the lesson plan  
White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is a suffix? Where do you find suffixes in a word? What are some commonly used suffixes? Make a list of 5 commonly used suffixes. What is an adverb? What are some of the ways that an adverb can describe a verb, adjective, or other adverb? Make a list of commonly used adverbs? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Paired Readings:** Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Suffixes

A suffix is a group of letters added to end of a word. The word a suffix is added to is called a root or based word. A suffix changes the meaning of the root or base word. Two common suffixes are -er, and -est. When you add the suffix -er to a word it makes the word mean more. For example if you are slow, when you ad -er you are now slower. If you add -est, you are the most. So if you are slow, and everyone else is faster, you become the slowest.

This is called making a comparison.

The comparison would look like this:

1. I am slow.
2. John is slower than me.
3. Mark is the slowest of the three of us.

Practice this pattern several times as that is what students will do during the activity

#### Suffixes

##### Directions:

1. Divide students into pairs.
2. Give each pair a Sentence Card and white boards.
3. Working together, students take each sentence and write it in the three ways listed above.
4. When pair has finished with the sentences, they should join another pair and compare information.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-

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<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b>  <b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adverbs</b>          Adverbs are words that tell more about verbs. Often times adverbs end with "ly". Adverbs can tell:</p> <p style="padding-left: 40px;"> <b>how something happens</b>  <b>where something happens</b>  <b>when something happens</b> </p> <p>It is important that you can identify the verb and what specific information the adverb is giving you.</p> <p>Discuss several adverbs with the student, writing them on the board in sentences and identifying the adverb and the information that it is giving you.</p> <p><b>Adverbs</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adverbs Game Board and Adverb Cards.</li> <li>3. Shuffle the cards and along with the game board put between the students.</li> <li>4. Player 1 draws a card and determines which column the adverb belongs in.</li> <li>5. Player 2 continues and play goes back and forth between the players until all the cards are played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## 2<sup>nd</sup> Grade Suffixes

### Suffix Sentence Card

John is slow.

Millie is small.

Her voice is loud.

John's car is fast.

This pillow is soft.

This piece of candy is sweet.

This building is tall.

This homework is easy.

This room is big.

July is hot.

My shoestring is long.

Our cat is old.

She is nice.

The bird flies high.

Today was cold.

That smell is strong.

This joke is funny.

This book is long.

My grandfather is old.

Mary ran fast.

2<sup>nd</sup> Grade Adverbs

How	Where	When

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2<sup>nd</sup> Grade Adverbs Card

quickly	sadly	slowly
quietly	too	carefully
easily	fast	loudly
softly	well	gracefully
peacefully	soon	down
there	above	fast
hard	clumsily	often
inside	always	yesterday
tomorrow	before	tonight

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often	today	soon
daily	inside	here

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Pronouns
<b>Focus:</b>	Vocabulary (Synonyms and Antonyms), Questioning, and Pronouns

### Materials:

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about synonyms? Why is it important for you to know the many synonyms for common words? What is an antonym? How are antonyms different from synonyms? Why are antonyms important in learning how to communicate effectively? What do you know about pronouns? Give several examples of pronouns. Use each of them in a sentence. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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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

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

**Synonyms and Antonyms** Synonyms are two or more words that mean the same or nearly the same thing. Synonyms are big and large, laugh and chuckle. Antonyms are words that mean the opposite of one another. Examples of antonyms are big and little, laugh and cry.

Practice several synonym and antonym pairs before having children do the activity.

### Synonyms and Antonyms

#### Directions:

1. Divide students into pairs.
2. Give each pair as set of Synonym-Antonym Cards.
3. Shuffle the cards and place between the players.
4. Player 1 draws a card and tells whether the words are synonyms or antonyms. If player is correct, player keeps the card.
5. Player 2 repeats the same process.
6. When all the cards have been used, pair selects 4 cards and writes a sentence using both of the words to share with the group.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

**Questioning:**

**Question and Connection:** Students form groups of four or five. Student read the

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Pronouns</b></p> <p>Pronouns are words that take the place of nouns. Pronouns can be used as:</p> <ul style="list-style-type: none"> <li>• subjects</li> <li>• objects</li> <li>• possessives</li> </ul> <p>Examples of subject pronouns include I, he, they. Examples of object pronouns include them, him, me. Examples of possessive pronouns include their, mine, ours.</p> <p>Review several examples of different pronouns with the students; have them practice giving sentences that you can write on the board.</p> <p><b>Pronouns</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Pronoun Word Bank and a Deck of Pronoun Sentence cards.</li> <li>3. Shuffle the cards and place the cards face down by the Word Bank between the students.</li> <li>4. Player 1 draws a Sentence Card, reads the sentence and selects one of the pronouns to complete the sentence. If Player 1 is correct, he/she keeps the card. If he/she is not correct, he/she returns the card to the bottom of the pile.</li> <li>5. Player 2 continues in the same way.</li> <li>6. Game is over when all of the cards have been used.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Synonyms and Antonyms

bottom-top	weak-strong	friend-enemy
brave-afraid	shut-open	little-big
buy-sell	night-day	awake-asleep
straight-crooked	front-back	play-work
fast-slow	neat-sloppy	difficult-easy
relax-rest	hard-difficult	cost-price
happy-delighted	present-gift	tidy-neat
delicious-tasty	friend-buddy	quick-fast
slash-tear	start-begin	enemy-foe

2<sup>nd</sup> Grade Pronoun Word Bank

Pronoun Word Bank

I  
you  
he  
she  
we  
they  
it

me  
you  
him  
her  
us  
them  
it

mine  
yours  
hers  
his  
our  
theirs  
its

Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Pronoun Sentence Cards

<u>My mom</u> took us to the show.	<u>My grandma</u> bakes cupcakes.	<u>Jorge and Mark</u> ran the race.
<u>The wind</u> blew through the mountain pass.	<u>Mark and I</u> went to the store together.	<u>Jack</u> cleaned the garage.
<u>Joe's</u> grandparents live in Los Angeles.	<u>Dad</u> played tennis on Friday.	<u>Jill's</u> parents go dancing on Tuesday.
John fixed <u>the motorcycle</u> .	Dad threw the ball to <u>Mark</u> .	The cruise captain escorted <u>Jane</u> to the boat.
Hand the paper to <u>Mr. Smith</u> .	John gave <u>Lily</u> a present.	Jorge sent the box to <u>Jill and Jack</u> .
The teacher took <u>the students</u> to the zoo.	The artist painted <u>the picture</u> .	Joe gave that to <u>Bob and me</u> .
<u>Jack's and Jill's</u> hill is steep.	Will you give that to <u>Fred and me?</u>	I do not want to give that to <u>the person standing in front of me</u> .
I will eat <u>the cupcakes</u> with milk.	Mother made sandwiches for <u>Fred and Molly</u> .	<u>John and I</u> went to the zoo.
<u>(Speaking of myself)</u> went to the store.	Put the wallet on <u>the desk</u> .	Joy gave the perfume to <u>Joni</u> .

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Somebody Wanted Pronouns
<b>Focus:</b>	Vocabulary (Synonyms and Antonyms), Summarizing, and Pronouns

### Materials:

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Think about words that you use commonly. Make a list of adjectives and make a list of both the synonyms and antonyms for each of them. Create sentences in which you use both the synonym and the antonym. What are the pronouns you use for yourself? What are the pronouns you use for a female acquaintance? What are the pronouns you use for a male acquaintance? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:

“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

**Synonyms and Antonyms** Synonyms are two or more words that mean the same or nearly the same thing. Synonyms are big and large, laugh and chuckle. Antonyms are words that mean the opposite of one another. Examples of antonyms are big and little, laugh and cry.

Practice several synonym and antonym pairs before having children do the activity.

### Synonyms and Antonyms

#### Directions:

1. Divide students into pairs.
2. Give each pair as set of Synonym-Antonym Cards.
3. Shuffle the cards and place between the players.
4. Player 1 draws a card and tells whether the words are synonyms or antonyms. If player is correct, player keeps the card.
5. Player 2 repeats the same process.
6. When all the cards have been used, pair selects 4 cards and writes a sentence using both of the words to share with the group.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Pronouns</b>  Pronouns are words that take the place of nouns. Pronouns can be used as:</p> <ul style="list-style-type: none"> <li>• subjects</li> <li>• objects</li> <li>• possessives</li> </ul> <p>Examples of subject pronouns include I, he, they. Examples of object pronouns include them, him, me. Examples of possessive pronouns include their, mine, ours.  Review several examples of different pronouns with the students, have them practice giving sentences that you can write on the board.</p> <p><b>Pronouns</b>  <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Pronoun Word Bank and a Deck of Pronoun Sentence cards.</li> <li>3. Shuffle the cards and place the cards face down by the Word Bank between the students.</li> <li>4. Player 1 draws a Sentence Card, reads the sentence and selects one of the pronouns to complete the sentence. If Player 1 is correct, he/she keeps the card. If he/she is not correct, he/she returns the card to the bottom of the pile.</li> <li>5. Player 2 continues in the same way.</li> <li>6. Game is over when all of the cards have been used.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Synonyms and Antonyms

bottom-top	weak-strong	friend-enemy
brave-afraid	shut-open	little-big
buy-sell	night-day	awake-asleep
straight-crooked	front-back	play-work
fast-slow	neat-sloppy	difficult-easy
relax-rest	hard-difficult	cost-price
happy-delighted	present-gift	tidy-neat
delicious-tasty	friend-buddy	quick-fast
slash-tear	start-begin	enemy-foe



2<sup>nd</sup> Grade Pronoun Word Bank

Pronoun Word Bank

I  
you  
he  
she  
we  
they  
it

me  
you  
him  
her  
us  
them  
it

mine  
yours  
hers  
his  
our  
theirs  
its

## Consult 4 Kids Lesson Plans

### 2<sup>nd</sup> Grade Pronoun Sentence Cards

<u>My mom</u> took us to the show.	<u>My grandma</u> bakes cupcakes.	<u>Jorge and Mark</u> ran the race.
<u>The wind</u> blew through the mountain pass.	<u>Mark and I</u> went to the store together.	<u>Jack</u> cleaned the garage.
<u>Joe's</u> grandparents live in Los Angeles.	<u>Dad</u> played tennis on Friday.	<u>Jill's</u> parents go dancing on Tuesday.
John fixed <u>the motorcycle</u> .	Dad threw the ball to <u>Mark</u> .	The cruise captain escorted <u>Jane</u> to the boat.
Hand the paper to <u>Mr. Smith</u> .	John gave <u>Lily</u> a present.	Jorge sent the box to <u>Jill and Jack</u> .
The teacher took <u>the students</u> to the zoo.	The artist painted <u>the picture</u> .	Joe gave that to <u>Bob and me</u> .
<u>Jack's and Jill's</u> hill is steep.	Will you give that to <u>Fred and me?</u>	I do not want to give that to <u>the person standing in front of me</u> .
I will eat <u>the cupcakes</u> with milk.	Mother made sandwiches for <u>Fred and Molly</u> .	<u>John and I</u> went to the zoo.
<u>(Speaking of myself)</u> went to the store.	Put the wallet on <u>the desk</u> .	Joy gave the perfume to <u>Joni</u> .

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Suffixes and Adverbs
<b>Focus:</b>	Vocabulary (Suffixes), Summarizing, and Adverbs

**Materials:**

Activities at the end of the lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Make a list of 5 different suffixes. Make as many words as you can using those commonly used suffixes. Sometimes adverbs end in the letters "ly". Make a list of adverbs that end in "ly". Use each of those words in a sentence by telling the person next to you the sentence you have created.

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Suffixes

A suffix is a group of letters added to end of a word. The word a suffix is added to is called a root or based word. A suffix changes the meaning of the root or base word. Two common suffixes are -er, and -est. When you add the suffix -er to a word it makes the word mean more. For example if you are slow, when you add -er you are now slower. If you add -est, you are the most. So if you are slow, and everyone else is faster, you become the slowest.

This is called making a comparison.

The comparison would look like this:

1. I am slow.
2. John is slower than me.
3. Mark is the slowest of the three of us.

Practice this pattern several times as that is what students will do during the activity

#### Suffixes

##### Directions:

1. Divide students into pairs.
2. Give each pair a Sentence Card and white boards.
3. Working together, students take each sentence and write it in the three ways listed above.
4. When pair has finished with the sentences, they should join another pair and compare information.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or

## Consult 4 Kids Lesson Plans

<p>detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Adverbs</b></p> <p>Adverbs are words that tell more about verbs. Often times adverbs end with “ly”. Adverbs can tell:</p> <p>how something happens          where something happens          when something happens</p> <p>It is important that you can identify the verb and what specific information the adverb is giving you.</p> <p>Discuss several adverbs with the student, writing them on the board in sentences and identifying the adverb and the information that it is giving you.</p> <p><b>Adverbs</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adverbs Game Board and Adverb Cards.</li> <li>3. Shuffle the cards and along with the game board put between the students.</li> <li>4. Player 1 draws a card and determines which column the adverb belongs in.</li> <li>5. Player 2 continues and play goes back and forth between the players until all the cards are played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## 2<sup>nd</sup> Grade Suffixes

### Suffix Sentence Card

John is slow.

Millie is small.

Her voice is loud.

John's car is fast.

This pillow is soft.

This piece of candy is sweet.

This building is tall.

This homework is easy.

This room is big.

July is hot.

My shoestring is long.

Our cat is old.

She is nice.

The bird flies high.

Today was cold.

That smell is strong.

This joke is funny.

This book is long.

My grandfather is old.

Mary ran fast.

2<sup>nd</sup> Grade Adverbs

How	Where	When



Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Adverbs Card

quickly	sadly	slowly
quietly	too	carefully
easily	fast	loudly
softly	well	gracefully
peacefully	soon	down
there	above	fast
hard	clumsily	often
inside	always	yesterday
tomorrow	before	tonight

## Consult 4 Kids Lesson Plans

often	today	soon
daily	inside	here

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Student Activity Choice
<b>Focus:</b>	Review Vocabulary and Conventions

**Materials:**

Activities from Days 1 – 10  
White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <ul style="list-style-type: none"> <li>Prefixes</li> <li>Suffixes</li> <li>Vocabulary Builder</li> <li>Synonyms-Antonyms</li> <li>Nouns in Print</li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, “Did you know...?” and then adds a piece of information that he/she has learned from the reading. The second student responds either “yes” or “no”, and then asks, “Did you know...?” this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to</p>

## Consult 4 Kids Lesson Plans

<p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <ul style="list-style-type: none"> <li><b>Adjectives</b></li> <li><b>Adverbs</b></li> <li><b>Articles</b></li> <li><b>Pronouns</b></li> <li><b>Build A Sentence</b></li> </ul>	<p>determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Homographs and Homophones
<b>Focus:</b>	Vocabulary (Homophones and Homographs), Predicting, and Sentence Types

**Materials:**

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about homophones? "Homo" means alike, and "phones" refers to how things sound. If you put those two together you have words that sound alike. What are some examples of homophones (your, you're; to, two, too). What is a homograph? "Graph" refers to how things are written. What are some examples of homographs (re-cord, and rec-ord)? Give several examples of homographs. What are the four basic types of sentences? Give examples of each. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression.

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site)

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move

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<ol style="list-style-type: none"> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice</p>	<p>on with the story).</p>
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homophones and Homographs</b> Homophones are two words that sound alike when you say them but they are spelled differently and mean different things. Homographs look alike (spelling is the same) but are pronounced differently and mean something different.</p> <p><b>Homophones and Homographs</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Homophones and Homograph Cards and a Game Board.</li> <li>3. Shuffle the cards and place them face down near the Game Board.</li> <li>4. Player 1 draws a card and determines if the pair of words represents a homograph pair or a homophone pair.</li> <li>5. Player 2 continues play in the same way.</li> <li>6. Game is over when all cards have been played.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Sentence Types</b>          There are four types of sentences:  <b>declarative (a telling sentence, a statement)</b>  <b>interrogative (an asking sentence, a question)</b>  <b>exclamatory ( shows strong feeling or emotion)</b>  <b>imperative (tells you what to do, a command)</b>          For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b>  <b>Declarative:</b> John rides his bicycle.  <b>Interrogative:</b> Is John riding his bicycle?  <b>Exclamatory:</b> Yikes, John is riding a bike!  <b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Sentence Challenge</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Challenge game board and deck of Sentence Challenge cards.</li> <li>3. Shuffle the cards and place them face down next to the Game Board between the students.</li> <li>4. Player 1 draws a sentence card and determines which type of sentence it is.</li> <li>5. If player is correct, he/she rolls the die and moves that many spaces on the game board.</li> <li>6. Player 2 continues in the same way.</li> <li>7. Activity is over when one player wins.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



## 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 Homographs and Homophones

Homographs	Homophones

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2<sup>nd</sup> Grade Homophone and Homograph Cards

sun—son	piece—peace	see—sea
prey—pray	be—bee	blew—blue
right—write	to—too	break—brake
eye—I	mail—male	sale—sail
eight—ate	heal—heel	bury—berry
bow—bow	wind—wind	bass-bass
moped—moped	minute—minute	row—row
wound—wound	sewer—sewer	dove—dove
record—record	present—present	resume—résumé



2<sup>nd</sup> Grade Sentence Challenge Cards

Where is my pencil?	Do you have the book?	When will you be leaving?	How tall is the four layer birthday cake?
Did you see the ball in the street?	Who is going to the game with you?	Why were the backpacks on the floor by the door?	What are the directions to your home?
This cake tastes horrible!	I can't wait for my birthday!	You scared me in that mask!	I didn't break your mirror!
Ouch, that really hurt me!	Yikes, you are scary!	Be careful on the slippery cement!	Stop, that is very dangerous!
Go to the store with your brother.	Find the old crayons before lunch.	Look in the toy chest for those items.	Eat your lunch first.
Take the dog for a walk.	Turn off the television when you leave the room.	Color the picture using only warm colors.	Write the story on lined paper.

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<p>There is a book on the end table.</p>	<p>Helen walked to the store after lunch.</p>	<p>My backpack is on the floor in my room.</p>	<p>The workmen came to repair the wall.</p>
<p>The clock needs to be wound every week.</p>	<p>Mother was baking cookies for lunch.</p>	<p>Dad leaves for work each morning at 8:00.</p>	<p>I enjoy playing the piano.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Adverbs and One Minute Predictions
<b>Focus:</b>	Vocabulary (Adverbs), Predictions, and Sentence Types

**Materials:**

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is an adverb? When do you use an adverb? Sometimes adverbs end in the letters "ly". List several (more than 5) adverbs that end in "ly". Use two of them in a sentence. What type of sentence makes a strong statement? What punctuation mark ends this type of sentence? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Adverbs</b> Adverbs are words that describe a verb. Adverbs can provide information about  <b>how</b>  <b>when</b>  <b>where</b></p> <p>Have students brainstorm a list of adverbs. Remember, that sometimes adverbs can end in "ly".</p> <p><b>Adverbs</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Adverb Game Board and set of sentence cards.</li> <li>3. Shuffle the card and place face down near the game board between the students.</li> <li>4. Player 1 draws a card, reads the sentence, identifies the adverb and then determines if the adverb is providing information about how, when, where and place the sentence in that column.</li> <li>5. Player 2 continues the process.</li> <li>6. Game is over when all of the cards have been placed.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p><b>Activity</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	
<p><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Sentence Types</b></p> <p>There are four types of sentences:</p> <ul style="list-style-type: none"> <li><b>declarative (a telling sentence, a statement)</b></li> <li><b>interrogative (an asking sentence, a question)</b></li> <li><b>exclamatory ( shows strong feeling or emotion)</b></li> <li><b>imperative (tells you what to do, a command)</b></li> </ul> <p>For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b></p> <p><b>Declarative:</b> John rides his bicycle.</p> <p><b>Interrogative:</b> Is John riding his bicycle?</p> <p><b>Exclamatory:</b> Yikes, John is riding a bike!</p> <p><b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Exclamatory Sentences:</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Card and white boards.</li> <li>3. Working together, the students write each sentence on the white board, remembering to start with a capital letter and an exclamation mark at the end.</li> <li>4. When students have edited the exclamatory sentences on the card, pair should write 3 original exclamatory sentences.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



## 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 Adverbs

How	When	Where

2<sup>nd</sup> Grade Sentence Cards

The cat raced across the road quickly.	He ate the ice cream cone slowly.	He found the Cheerios easily.
We will go to the movie tomorrow.	The party starts at 5:00 p.m.	We will go to the grocery store on Saturday.
The book was near my backpack.	The boy slept outside under the stars.	The clouds floated above.
He accepted the award happily.	The boy walked carefully across the street.	His clothes are folded neatly.
The baby crawled clumsily.	The cracker tasted salty.	The computer processed rapidly.
Jill drove slowly.	The president spoke clearly.	Jill whispered softly.
He fell down inside the room.	Martin yawned sleepily.	The car raced rapidly around the track.
Are we going skating tonight?	The team plays on Friday.	I arrived early.
The crackers taste tangy.	The swimmer dove clumsily.	She replied timidly.

2<sup>nd</sup> Grade Exclamatory Sentences

watch out Jill is running to the playground

yikes the cow is running toward me

stop the snowman is melting

look out the boys have 50 snowballs

the hill is too steep Frank

my teeth hurt me; I need a dentist

oh no the cookies have burned in the oven

be careful the marshmallows are falling into the fire

the radio is too loud

we had a terrific time at the beach

yahoo I am taking piano lessons

here come the winners of the race

the only color I like is green

finally John has a new soccer ball

oh no dad went to work early

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Sentence or Not and Fluency
<b>Focus:</b>	Vocabulary (Verbs), Predicting, and Sentences

**Materials:**

Activities at end of lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Give several examples of verbs. Verbs are words that show action, and sometimes state of being. Use action verbs in a sentence and identify the verb that you have used. What is the difference between a phrase and a sentence? What is the subject of a sentence? What is a predicate?

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### **\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Verbs</b></p> <p>Verbs are words that show action. Jump, run, and skip are all verbs. When we think about a noun we usually think of the nouns as doing something. For example of the noun was boy, you might visualize the boy running, jumping, playing, reading, flying (in a plane of course), or smiling. If you were to take the noun and the verb you could make simple sentences:</p> <p>The boy runs. The boy jumps. The boy plays. The boy reads. And so it goes.</p> <p>Practice making sentences with the students as a class by giving them a noun and having them make as many sentences as they can in a minute.</p> <p><b>Ready, Set Action</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into 5 teams.</li> <li>2. Call up one team at a time.</li> <li>3. When the team comes up, hand the team a noun card and give them a chance to think about the different actions that this noun could do.</li> <li>4. After 30 seconds, time begins and the team (one member at a time) gives a sentence with the noun and a verb.</li> <li>5. Count the number of sentences that the team creates in 1 minute.</li> <li>6. Repeat with each team.</li> <li>7. When you are finished, the team with the most points wins.</li> </ol> <p><b>Nouns that you may want to consider when you make the cards:</b> boy, girl, horse, cow, dragon, baby, dog, airplane, teacher, fireman, truck</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or</p>

## Consult 4 Kids Lesson Plans

<p>detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Find the Evidence:</b> On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentences</b></p> <p>A sentence is a group of words that shares a complete thought. A sentence always begins with a capital letter and ends with some form of punctuation. A sentence also has a subject and a predicate. The subject identifies the who or the what, and the predicate identifies the action or the state of being. Other groups of words are phrases.</p> <p>Ask students to give some examples of sentences. Write them on the board or a chart. Be sure to capitalize the first word and end the sentence with a punctuation mark. Underline the subject and circle the predicate.</p> <p><b>Sentence or Not</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence or Not card and white boards.</li> <li>3. Working together, students review each group of words.</li> <li>4. The first question is to determine if the group of words is a sentence.</li> <li>5. If it is a sentence, then the pair writes the group of words correctly (capital mark) on the white board.</li> <li>6. When pair is finished with the sentences on the card, they should look at the phrases and turn them into sentences by making them a complete thought. They should write those new sentences on the second white board.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

- D:** Describe one of the ELA activities that we did today.
- I:** Interpret that activity to your own experience and your own school work.
- G:** Generalize how the information you learned today will help you in school tomorrow and in your life.
- A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



2<sup>nd</sup> Grade Sentence or Not

the birthday party begins at 5:30

the teacher read the book aloud

the fantastic pet

he was so excited he was shouting

miss Martin is a teacher at my school

while everyone is going to the game

joni needs to clean up her messy bedroom

do you know the name of your neighbor

the scary movie

laura runs the marathon with her older sister

my pencil is red with a yellow eraser

the watermelon is cold and juicy

under the old oak tree next to the garage

in the spider's web by the door

her brother walked all the way home

are you able to skate with your sore foot

over by the children in the park

the girl's aunt was coming for dinner

eating dinner at 3:00

dogs bark loudly

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Verbs Ready Set Action
<b>Focus:</b>	Vocabulary (Verbs), Clarifying, and Sentences

**Materials:**

Activities at end of lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some examples of verbs? Which of these words represent something you as a person can do? Which one represent something that something else might do? Verbs show action in the present, past or anticipated action in the future. How would the verbs jump and run show these different time frames? What do you know about how a sentence starts and how it ends? Tell the person next to you a sentence and tell them what punctuation mark it would end with. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

- Record the number of words next to the first number recorded.
6. Celebrate success.
  7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary. During the next 11 days you will spend several days working with compound words.

### Verbs

Verbs are words that show action. Jump, run, and skip are all verbs. When we think about a noun we usually think of the nouns as doing something. For example of the noun was boy, you might visualize the boy running, jumping, playing, reading, flying (in a plane of course), or smiling. If you were to take the noun and the verb you could make simple sentences:

The boy runs. The boy jumps. The boy plays. The boy reads. And so it goes.

Practice making sentences with the students as a class by giving them a noun and having them make as many sentences as they can in a minute.

### Ready, Set Action

#### Directions:

1. Divide students into 5 teams.
2. Call up one team at a time.
3. When the team comes up, hand the team a noun card and give them a chance to think about the different actions that this noun could do.
4. After 30 seconds, time begins and the team (one member at a time) gives a sentence with the noun and a verb.
5. Count the number of sentences that the team creates in 1 minute.
6. Repeat with each team.
7. When you are finished, the team with the most points wins.

**Nouns that you may want to consider when you make the cards:** boy, girl, horse, cow, dragon, baby, dog, airplane, teacher, fireman, truck

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a

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<p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentences</b></p> <p>A sentence is a group of words that shares a complete thought. A sentence always begins with a capital letter and ends with some form of punctuation. A sentence also has a subject and a predicate. The subject identifies the who or the what, and the predicate identifies the action or the state of being. Other groups of words are phrases.</p> <p>Ask students to give some examples of sentences. Write them on the board or a chart. Be sure to capitalize the first word and end the sentence with a punctuation mark. Underline the subject and circle the predicate.</p> <p><b>Sentence or Not</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence or Not card and white boards.</li> <li>3. Working together, students review each group of words.</li> <li>4. The first question is to determine if the group of words is a sentence.</li> <li>5. If it is a sentence, then the pair writes the group of words correctly (capital mark) on the white board.</li> <li>6. When pair is finished with the sentences on the card, they should look at the phrases and turn them into sentences by making them a complete thought. They should write those new sentences on the second white board.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

##### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Sentence or Not

the birthday party begins at 5:30

the teacher read the book aloud

the fantastic pet

he was so excited he was shouting

miss Martin is a teacher at my school

while everyone is going to the game

joni needs to clean up her messy bedroom

do you know the name of your neighbor

the scary movie

laura runs the marathon with her older sister

my pencil is red with a yellow eraser

the watermelon is cold and juicy

under the old oak tree next to the garage

in the spider's web by the door

her brother walked all the way home

are you able to skate with your sore foot

over by the children in the park

the girl's aunt was coming for dinner

eating dinner at 3:00

dogs bark loudly

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Sentence Challenge
<b>Focus:</b>	Vocabulary (Homophones and Homographs), Clarifying, and Sentence Types

### Materials:

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about homophones? "Homo" means alike, and "phones" refers to how things sound. If you put those two together you have words that sound alike. What are some examples of homophones (your, you're; to, two, too). What is a homograph? "Graph" refers to how things are written. What are some examples of homographs (de-*sert*, and *desert*)? Give several examples of homographs. What are the four basic types of sentences? Give examples of each. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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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

**Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Homophones and Homographs

Homophones are two words that sound alike when you say them but they are spelled differently and mean different things. Homographs look alike (spelling is the same) but are pronounced differently and mean something different.

### Homophones and Homographs

#### Directions:

1. Divide students into pairs.
2. Give each pair a deck of Homophones and Homograph Cards and a Game Board.
3. Shuffle the cards and place them face down near the Game Board.
4. Player 1 draws a card and determines if the pair of words represents a homograph pair or a homophone pair.
5. Player 2 continues play in the same way.
6. Game is over when all cards have been played.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

### Activity

**Clarifying:**



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<p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentence Types</b> There are four types of sentences:  <b>declarative (a telling sentence, a statement)</b>  <b>interrogative (an asking sentence, a question)</b>  <b>exclamatory ( shows strong feeling or emotion)</b>  <b>imperative (tells you what to do, a command)</b></p> <p>For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b>  <b>Declarative:</b> John rides his bicycle.  <b>Interrogative:</b> Is John riding his bicycle?  <b>Exclamatory:</b> Yikes, John is riding a bike!  <b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Sentence Challenge</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Challenge game board and deck of Sentence Challenge cards.</li> <li>3. Shuffle the cards and place them face down next to the Game Board between the students.</li> <li>4. Player 1 draws a sentence card and determines which type of sentence it is.</li> <li>5. If player is correct, he/she rolls the die and moves that many spaces on the game board.</li> <li>6. Player 2 continues in the same way.</li> <li>7. Activity is over when one player wins.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Homographs and Homophones

Homographs	Homophones

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2<sup>nd</sup> Grade Homophone and Homograph Cards

sun—son	piece—peace	see—sea
prey—pray	be—bee	blew—blue
right—write	to—too	break—brake
eye—I	mail—male	sale—sail
eight—ate	heal—heel	bury—berry
bow—bow	wind—wind	bass-bass
moped—moped	minute—minute	row—row
wound—wound	sewer—sewer	dove—dove
record—record	present—present	resume—résumé



2<sup>nd</sup> Grade Sentence Challenge Cards

Where is my pencil?	Do you have the book?	When will you be leaving?	How tall is the four layer birthday cake?
Did you see the ball in the street?	Who is going to the game with you?	Why were the backpacks on the floor by the door?	What are the directions to your home?
This cake tastes horrible!	I can't wait for my birthday!	You scared me in that mask!	I didn't break your mirror!
Ouch, that really hurt me!	Yikes, you are scary!	Be careful on the slippery cement!	Stop, that is very dangerous!
Go to the store with your brother.	Find the old crayons before lunch.	Look in the toy chest for those items.	Eat your lunch first.
Take the dog for a walk.	Turn off the television when you leave the room.	Color the picture using only warm colors.	Write the story on lined paper.

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<p>There is a book on the end table.</p>	<p>Helen walked to the store after lunch.</p>	<p>My backpack is on the floor in my room.</p>	<p>The workmen came to repair the wall.</p>
<p>The clock needs to be wound every week.</p>	<p>Mother was baking cookies for lunch.</p>	<p>Dad leaves for work each morning at 8:00.</p>	<p>I enjoy playing the piano.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Imperative Sentences
<b>Focus:</b>	Vocabulary (Adverbs), Clarifying and Sentence Types

### Materials:

Activities at the end of the lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Give several examples of adverbs. Use several in sentences. What do you know about imperative sentences? What is a command? Who is usually the subject of a command? What punctuation marks does an imperative sentence end with?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## 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

**Speed Reading:** Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Adverbs

Adverbs are words that describe a verb. Adverbs can provide information about

- how
- when
- where

Have students brainstorm a list of adverbs. Remember, that sometimes adverbs can end in "ly".

#### Adverbs

##### Directions:

1. Divide students into pairs.
  2. Give each pair a Adverb Game Board and set of sentence cards.
  3. Shuffle the card and place face down near the game board between the students.
  4. Player 1 draws a card, reads the sentence, identifies the adverb and then determines if the adverb is providing information about how, when, where and place the sentence in that column.
  5. Player 2 continues the process.
- Game is over when all of the cards have been placed.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.



## Consult 4 Kids Lesson Plans

Activity	
<p><b>Clarifying:</b>  <b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p> <p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Sentence Types</b>            There are four types of sentences:  <b>declarative (a telling sentence, a statement)</b>  <b>interrogative (an asking sentence, a question)</b>  <b>exclamatory ( shows strong feeling or emotion)</b>  <b>imperative (tells you what to do, a command)</b>            For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b>  <b>Declarative:</b> John rides his bicycle.  <b>Interrogative:</b> Is John riding his bicycle?  <b>Exclamatory:</b> Yikes, John is riding a bike!  <b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Imperative Sentences:</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Card and white boards.</li> <li>3. Working together, the students write each sentence on the white board, remembering to start with a capital letter and a period at the end.</li> <li>4. When students have edited the sentences on the card, pair should write 3 original commands.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Adverbs

How	When	Where

2<sup>nd</sup> Grade Sentence Cards

The cat raced across the road quickly.	He ate the ice cream cone slowly.	He found the Cheerios easily.
We will go to the movie tomorrow.	The party starts at 5:00 p.m.	We will go to the grocery store on Saturday.
The book was near my backpack.	The boy slept outside under the stars.	The clouds floated above.
He accepted the award happily.	The boy walked carefully across the street.	His clothes are folded neatly.
The baby crawled clumsily.	The cracker tasted salty.	The computer processed rapidly.
Jill drove slowly.	The president spoke clearly.	Jill whispered softly.
He fell down inside the room.	Martin yawned sleepily.	The car raced rapidly around the track.
Are we going skating tonight?	The team plays on Friday.	I arrived early.

## 2<sup>nd</sup> Grade Imperative Sentences

run to the playground

walk slowly around the cow in the field

move the snowman out of the sun

make 50 snowballs to throw right now

don't sled down that hill

take care of your teeth

put the cookies in the oven to bake

roast the marshmallows over the campfire

turn the radio to a music station

take our picture at the beach

show up for your piano lessons every week

enter the race together

pick green as your favorite color

purchase a new soccer ball at the store

go to work early in the morning

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Declarative Sentences
<b>Focus:</b>	Vocabulary (Adjectives), Questioning, and Sentence Types

### Materials:

Activities at the end of the lesson plan  
White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is an adjective? What kind of information can an adjective give you? Give several adjectives that you could use to describe dog? How about banana? What are the four types of sentences? What kind of punctuation marks ends each sentence? When do you use each sentence type? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## 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.

#### Adjectives

Adjectives are words that describe nouns. For example: gray, furry can be used to describe a cat, while funny, clever may be used to describe a person. Adjectives help the listener or the reader to understand the noun more clearly. These descriptive words help the listener/reader to make meaning.

Have students suggest adjectives that could describe common nouns like cat, dog, boy, girl.

If you can make a batch of popcorn in front of the children, this would be best. If you can't do that, take students through an exercise of imagining popcorn popping. Ask them to think about how popcorn would taste, smell, the sounds that the popping corn would make, how fresh popcorn might feel to the touch, and how not only the popcorn would look but how would it look if you could see it popping.

#### Popping Adjectives

##### Directions:

1. After popping corn or visualizing popping corn divide students into pairs.
2. Give each pair a Popping Adjectives sheet.
3. Ask them to write as many different adjectives as they can to describe the popping corn, being sure to put the adjective under the correct column.
4. You could repeat this activity having children visualize going to the fair, riding on a roller coaster, walking along the beach, or playing a game of soccer.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to

## Consult 4 Kids Lesson Plans

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b>  <b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentence Types</b>          There are four types of sentences:  <b>declarative (a telling sentence, a statement)</b>  <b>interrogative (an asking sentence, a question)</b>  <b>exclamatory ( shows strong feeling or emotion)</b>  <b>imperative (tells you what to do, a command)</b>          For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b>  <b>Declarative:</b> John rides his bicycle.  <b>Interrogative:</b> Is John riding his bicycle?  <b>Exclamatory:</b> Yikes, John is riding a bike!  <b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Declarative Sentences:</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Card and white boards.</li> <li>3. Working together, the students write each sentence on the white board, remembering to start with a capital letter and a period at the end.</li> <li>4. When students have edited the sentences on the card, pair should write 3 original statements.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Declarative Sentences

jill will run to the playground

the brown cow is walking slowly in the field

the snowman melts in the sunshine

the boys will make 50 snowballs to throw at one another

frank sleds down the steep hill

a dentist takes care of your teeth

mother will put the cookies in the oven to bake

we can roast marshmallows over the campfire

the radio in the car is turned to a music station

our pictures were taken at the beach

i am taking piano lessons every week

fred and Frankie are entering the race together

my favorite color is green

he purchased a new soccer ball at the store

dad went to work early in the morning



2nd Grade Popping Adjectives

Smells	Looks	Tastes	Feels	Sounds

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	DIEI Sentences
<b>Focus:</b>	Vocabulary (Synonyms and Antonyms), Summarizing, and Pronouns

**Materials:**

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Think about words that you use commonly. Make a list of adjectives and make a list of both the synonyms and antonyms for each of them. Create sentences in which you use both the synonym and the antonym. What are the pronouns you use for yourself? What are the pronouns you use for a female acquaintance? What are the pronouns you use for a male acquaintance? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:

“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Synonyms and Antonyms

Synonyms are words that mean the same or nearly the same thing. Antonyms are words that mean the opposite.

Have students offer pairs of words that are either synonyms or antonyms.

### Synonyms and Antonyms

#### Directions:

1. Divide students into pairs.
2. Give each pair a deck of Synonym and Antonym Cards and a Game Board.
3. Shuffle the cards and place them face down near the Game Board.
4. Player 1 draws a card and determines if the pair of words represents a synonym pair or an antonym pair.
5. Player 2 continues play in the same way.
6. Game is over when all cards have been played.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you’ve read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library), or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

**Summarizing:**

**Somebody/Wanted? But? So:** This is a good way to summarize a story. Provide

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentence Types</b></p> <p>There are four types of sentences:</p> <ul style="list-style-type: none"> <li><b>declarative (a telling sentence, a statement)</b></li> <li><b>interrogative (an asking sentence, a question)</b></li> <li><b>exclamatory ( shows strong feeling or emotion)</b></li> <li><b>imperative (tells you what to do, a command)</b></li> </ul> <p>For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b></p> <p><b>Declarative:</b> John rides his bicycle.</p> <p><b>Interrogative:</b> Is John riding his bicycle?</p> <p><b>Exclamatory:</b> Yikes, John is riding a bike!</p> <p><b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Which One?</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Which One? game board and deck of Which One cards.</li> <li>3. Shuffle the cards and place them face down next to the Game Board between the students.</li> <li>4. Player 1 draws a sentence card and determines which type of sentence it is and places the card in that column.</li> <li>5. Player 2 continues in the same way.</li> </ol> <p>Activity is over when all sentence cards have been placed.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
 Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

##### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2<sup>nd</sup> Grade Synonyms and Antonyms

Synonyms	Antonyms



Consult 4 Kids Lesson Plans

2<sup>nd</sup> Grade Synonym and Antonym Cards

beautiful—pretty	mad—angry	sleepy—tired
hop—jump	quiet—silent	old—ancient
cry—sob	rich—wealthy	yell—scream
illustrate—draw	friend—buddy	sad—unhappy
finished—ended	tiny—little	mad—happy
friend—enemy	smile—frown	noisy—quiet
dull-shiny	dirty—clean	sloppy—neat
remember—forget	stop—go	awake—asleep
walk—run	early—late	hot—cold

Consult 4 Kids Lesson Plans



2<sup>nd</sup> Grade Which One?

Declarative (Statement)	Interrogative (Question)	Exclamatory (Strong Emotion)	Imperative (Command)

Consult 4 Kids Lesson Plans



2<sup>nd</sup> Grade Which One Cards?

Where is my pencil?	Do you have the book?	When will you be leaving?	How tall is the four layer birthday cake?
Did you see the ball in the street?	Who is going to the game with you?	Why were the backpacks on the floor by the door?	What are the directions to your home?
This cake tastes horrible!	I can't wait for my birthday!	You scared me in that mask!	I didn't break your mirror!
Ouch, that really hurt me!	Yikes, you are scary!	Be careful on the slippery cement!	Stop, that is very dangerous!
Go to the store with your brother.	Find the old crayons before lunch.	Look in the toy chest for those items.	Eat your lunch first.
Take the dog for a walk.	Turn off the television when you leave the room.	Color the picture using only warm colors.	Write the story on lined paper.

Consult 4 Kids Lesson Plans



<p>There is a book on the end table.</p>	<p>Helen walked to the store after lunch.</p>	<p>My backpack is on the floor in my room.</p>	<p>The workmen came to repair the wall.</p>
<p>The clock needs to be wound every week.</p>	<p>Mother was baking cookies for lunch.</p>	<p>Dad leaves for work each morning at 8:00.</p>	<p>I enjoy playing the piano.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Decript-O
<b>Focus:</b>	Vocabulary (Suffixes), Summarizing, and Adverbs

### Materials:

Activities at the end of the lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is an adjective? What kind of information can an adjective give you? Give several adjectives that you could use to describe dog? How about banana? What are the four types of sentences? What kind of punctuation marks ends each sentence? When do you use each sentence type? What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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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

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Adjectives

Adjectives are words that describe nouns. For example: gray, furry can be used to describe a cat, while funny, clever may be used to describe a person. Adjectives help the listener or the reader to understand the noun more clearly. These descriptive words help the listener/reader to make meaning.

Have students suggest adjectives that could describe different objects in the classroom.

#### Descript-O

##### Directions:

1. With the entire class make a list of 10-12 items that are in the classroom. Write the list on the board or chart paper.
2. After the list is complete, divide the group into pairs.
3. Ask each pair to classify the 10-12 items as either "big" or "little", writing the words under the heading on a white board.
4. Then ask students to go back to the last that they have categorized as either big or little and find other adjectives to describe each of the words.
5. When pair has completed this, invite pairs to select 5 objects and write a sentence with each of them, using the adjectives that they had identified.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p><b>Summarizing:</b>  <b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Sentence Types</b>          There are four types of sentences:  <b>declarative (a telling sentence, a statement)</b>  <b>interrogative (an asking sentence, a question)</b>  <b>exclamatory ( shows strong feeling or emotion)</b>  <b>imperative (tells you what to do, a command)</b></p> <p>For the next 8 days we will be look at these four types of sentences.</p> <p><b>Examples:</b>  <b>Declarative:</b> John rides his bicycle.  <b>Interrogative:</b> Is John riding his bicycle?  <b>Exclamatory:</b> Yikes, John is riding a bike!  <b>Imperative:</b> Ride your bike now, John.</p> <p>Ask students to provide different types of sentences. Write them on the board or chart. Talk about the beginning capital letter and the different punctuation marks that can be used at the end of the sentence. Remind students that statements and commands end with a period, a question with a question mark, and the exclamation with an exclamation point.</p> <p><b>Interrogative Sentences:</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Card and white boards.</li> <li>3. Working together, the students write each sentence on the white board, remembering to start with a capital letter and a question mark at the end.</li> <li>4. When students have edited the questions on the card, pair should write 3 original questions.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



2<sup>nd</sup> Grade Interrogative Sentences

will Jill run to the playground  
is the brown cow walking in the field  
will the snowman melt in the sunlight  
why are the boys making 50 snowballs  
can Frank sled down that hill  
who will take care of your teeth  
how will the cookies bake  
where will we roast the marshmallows  
what station is the radio tuned to  
where were you in that picture  
how often do you take piano lessons  
when with Fred and Frankie run the race  
what is your favorite color  
what did he purchase at the store  
when did dad leave for work this morning

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Student Activity Choice
<b>Focus:</b>	Review Vocabulary and Conventions

**Materials:**

Activities from Days 1 – 10  
White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <ul style="list-style-type: none"> <li>Ready, Set, Action</li> <li>Popping Adjectives</li> <li>Descript-O</li> <li>Adverbs</li> <li>Synonyms and Antonyms</li> <li>Homophones and Homographs</li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to</p>

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<p>be used as a “when homework is finished” activity.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <p><b>Sentence or Not</b>  <b>Declarative Sentences</b>  <b>Interrogative Sentences</b>  <b>Exclamatory Sentences</b>  <b>Imperative Sentences</b>  <b>Which One?</b>  <b>Sentence Challenge</b></p>	<p>check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
<p><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p><b>Debrief</b></p> <p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## 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  
 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 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.

## 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 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).
- 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 “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.
3. Record the number of words read on a chart.
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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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- 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".

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 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>

## 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



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

## 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 all ank ay
<b>Focus:</b>	Vocabulary (Onsets and Rimes), Predictions, 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 “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?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

- Record the number of words next to the first number recorded.
6. Celebrate success.
  7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**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"

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 7 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:

**-all, -ank, -ay**

## 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>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>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

##### 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



Consult 4 Kids Lesson Plans

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  
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 lip  
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 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

#### 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

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-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*

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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

**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:

[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

**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  
 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 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><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> <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
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-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.
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#### \*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

**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.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### 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>  <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>  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.  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>  <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> </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:

[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

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>

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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	-ot		

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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