

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3rd Grade
<b>Lesson Title:</b>	Sight Words, Phrases, and Prefixes and Suffixes
<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:	3rd 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>	3rd 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>
<b>Students practice (“You do”)</b>	
<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>	3rd Grade
<b>Lesson Title:</b>	Three Words Predictions
<b>Focus:</b>	Reciprocal Teaching: Predicting

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

<p><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Three Words—A Prediction Strategy</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Hold up a trade book with an interesting cover.</li> <li>2. Tell the students, “We are going to look for clues to predict what will happen in the story”.</li> <li>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)</li> <li>4. Choose one word from the book title.</li> </ol>	<p><b>*Activity → Teachable Moment(s) throughout</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. Stop to help students understand how what they</p>
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## Consult 4 Kids Lesson Plans

<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>	3rd Grades
<b>Lesson Title:</b>	One Minute 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”)

<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>

## Consult 4 Kids Lesson Plans

<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>	3rd 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

## Consult 4 Kids Lesson Plans

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



## Consult 4 Kids Lesson Plans

**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>	3rd 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.

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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:**

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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.
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**Debrief**

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

## Consult 4 Kids Lesson Plans

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**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.

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## Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3rd Grade
Lesson Title:	Hot Seat – 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

## Consult 4 Kids Lesson Plans

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:	3rd 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

## Consult 4 Kids Lesson Plans

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>	3rd 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	

## Consult 4 Kids Lesson Plans

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.

## 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!)



# Summarizing 10 Pennies



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3rd 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	

## Consult 4 Kids Lesson Plans

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.

## 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**
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#### **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)

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