

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Context Clues and Slow Reading
<b>Focus:</b>	Fluency, Context Clues, Pronouns

**Materials:**

Activities at the end of the lesson plan  
White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Context Clues</b></p> <p>Using a context clue means that when you come across a word that you don't know or recognize, you think about the sentence or sentences around the word to determine if you can understand the word. For example in these sentences: Plants need water, carbon dioxide and light to survive. It is from these things that plants are fed. The process of photosynthesis happens in plants when these things are turned into carbohydrates and oxygen. While you might not totally understand the scientific concept and process of photosynthesis, looking at the context would let you know that it happens in plants and turns things into food for the plants.</p> <p><b>Context Clues—Read Around</b></p> <p>The purpose of this game is to practice the use of context to determine which word fits the meaning of the sentence.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Read Around sentences.</li> <li>3. Together students read the sentence and try to figure out the meaning of the bold/underlined word by reading the sentence.</li> <li>4. Pair writes the meaning of the word on the white board.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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### Conventions

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

#### Pronouns (I and Me)

A pronoun is a word that takes the place of a person’s name. I and me are the pronouns used for the person who is speaking. For example, instead of saying Judy likes cake, if Judy is the person talking the pronoun “I” would be used in the place of Judy. The sentence would be: “I like cake.” The pronoun I is used as the subject of a sentence. The pronoun me is used when you have a prepositional phrase. In the sentence, Give it to Judy, if Judy is the person speaking she would say “Give it to me.” The preposition “to” is a clue that you would use the objective pronoun “me”.

#### Pronoun—I and Me

##### Directions:

1. Divide students into pairs.
2. Give each pair a white board, crayons, and a set of cards.
3. One at a time the student selects a card and together the pair decides which word to select.
4. Once the decision has been made, the students write the sentence on the white board, taking turns with one another.

Activity is over when all cards have been drawn and sentences written correctly.

Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.

### Closing

#### Review

Say:

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

### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

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

- 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!)

## Context Clues—Read Around

He wanted someone to draw a picture of the story. He called on an illustrator who had experience in drawing pictures for books.

Some of the ingredients were essential in making the casserole. However, the bay leaf was optional.

John wanted to climb Mr. Everest. He knew he would need to train for at least two years. Climbing Mt. Everest would be very rigorous.

The woman was wearing a bright yellow, green, orange and purple dress. She turned circles when she entered the room. Everyone thought she was very flamboyant.

Both John and Julie are part of the committee. This group of people will guide the design of the new playground.

Students went on a field trip to the natural history museum. When they were there, they saw elephants and rhinoceros. Both were mammoth animals.

The women walked through a beautiful flower garden. The roses and the lilacs were very fragrant. The women thought that the garden had a beautiful smell.

We were standing on the beach when the sun was going down. Slowly the sun slipped below the horizon and we could no longer see it.

She was going to the salon to have her nails trimmed, filed, and polished. She was happy to be getting a manicure.

He was writing down his homework assignment. He entered it on the day it was due. He was glad that the school had given him this book so he could keep his daily agenda.

He found a very old ring with a large diamond in it. The value of the ring was surprising. He was offered \$100,000 for it.

He is getting better and better at riding his bicycle. In fact his improvement is amazing. He won an

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award for his achievement.

The clasp on the necklace was broken. It does not work to connect the two ends of the chain anymore. She will need to get it fixed.

He had a music lesson at 2:00. He had a ball game at 3:30. He visited his grandmother for dinner at 6:00. He had a very busy schedule.

She wanted to learn how to play the flute. She practiced every day for an hour. Must was relevant to her interest.

Joni was very hungry. She couldn't make a decision about what she wanted to eat. So, she asked for a menu.

Fred's mother had her jacket for 10 years and the colors were still bright and vivid. The quality of her jacket was very high.

The police came to look for fingerprints around the window. They were hoping to identify the person who had robbed the home.

He had a birthday party on Friday afternoon for the last three years. He will replicate that same day and time again this year.

On Wednesday night the television line-up is one comedy after another. You could that the Wednesday night topic on television is comedy.

Marty had a pick-up full of watermelons. He had enough watermelons for 300 people. He was eager to provide the watermelon for the group.

Joni had no idea what she needed to pack for her 3 week vacation. She looked at pictures of the places she would go to give her an overview of the trip.

George was on the bus ride home. There were 19 stops before he would get to his house. The bus had to make frequent stops on its way to George's house.

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The car was coming to the intersection of 4<sup>th</sup> and A Streets. There were no stop signs. In order to avoid a wreck, the car had to yield to the car on the right.

She was very fast at braiding her hair. She could do it with her eyes closed. She had a very efficient way of braiding hair.

Doors are hinged together by a pin that drops through the two pieces of the hinge. This will only happen if the two pieces of the hinge are in alignment.

Julie wanted to go to McDonalds. Jorge wanted to go to taco Bell. They compromised by choosing Jack in the Box so they could get both hamburgers and tacos.

The flat-screen televisions were on sale for ½ price. There was a limit on the number that each person could buy. That limit was 1.

John dove into the water. After swimming the length of the pool underwater, he came up out of the water. When he emerged he was all wet.

He wanted to develop software for a video game he had in his mind. The man asked him to share the design of the game with him.

## Pronouns—I and Me

(I, Me) love to eat chocolate chip cookies and drink milk.	Is your mother picking (I, me) up for soccer practice?	(I, me) was near the swimming pool and (I, me) was splashed.
Ryan and (I, me) are learning to play the trombone.	Jorge is going to walk to the store behind (I, me).	Those two books belong to (I, me).
Please bring that birthday present to (I, me).	(I, me) will visit my aunt tomorrow morning.	Why do (I, me) have to go to the dentist on Monday?
When (I, me) go to the zoo the snakes scare (I, me).	My brother is looking at (I, me) from the backseat of the car.	Give the cat to John and (I, me).
Fred and (I, me) won first prize with our project.	Kaye and (I, me) are going to go to the fair.	Please hand the paper to Freddie and (I, me).
Sue will go to the movie with Sean and (I, me).	(I, me) have picked by favorite color for my room.	(I, me) want to go on vacation to the beach.
He was very scary to both Audrey and (I, me).	Her book was on the floor next to (I me).	He bought a new book just for (I, me).

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Charades and Modeled Reading
<b>Focus:</b>	Synonyms, Commas, Clarifying

**Materials:**

Activity at end of lesson plan (Commas in Dates)

White boards and pens and/or crayons

### Opening

#### State the objective

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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



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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word little. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “little”.</p> <p>tiny, small, wee, minute, microscopic, diminutive, undersized, miniscule, petite, elfin.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from little to the word that means the most little, placing all of the words in between. When making this list, start with the word “little” on the top of the page, and the word that means the most little on the bottom.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> choose a student to act out one of the words from the material. When you say “Action”, the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p>	<p>Often, this activity will be</p>

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

### Commas in Dates

When writing dates place a comma between the date (the number) and year. Also, if the day of the week is stated before the date, separate the day from the month with a comma. Example: He came on Monday, June 30, 2011.

### Dates

#### Directions:

1. Divide the students into pairs.
2. Give each pair a set of cards and a white board.
3. One at a time students read a card and write the sentence correctly on the white board.
4. Students should take turns taking the lead.

Activity is over when all sentences have been written correctly.

centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.

### Closing

#### Review

Say:

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

#### Debrief

#### LBNT

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

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

- 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!)

## Commas In Dates

Judy was born on March 31 1976.	Today's date is Wednesday October 13 2011.	The first day of school is on Tuesday September 6 2011.
My sister starts Kindergarten on August 16 2011.	Her birth date was Friday March 17 2009.	We will go to the Fireworks Show July 4 2011.
Joni was born on January 4 2010.	The show was on Wednesday February 12 2010.	He came to my house on Tuesday May 15 2011.
Will you be able to come to the party on Friday December 23 2011?	Is the best date for you Tuesday March 9 2012?	I will have the dress for you on Sunday April 9 2011.
The play that the 5 <sup>th</sup> grade is performing will be held on Thursday May 15 2011.	I ate cheesecake for the first time on Monday June 3 2009.	We had breakfast together on Tuesday January 7 2011.
Will you come to the store after the show on Wednesday April 3 2011?	I visited Grand Canyon on August 3 2009.	I sailed to Hawaii on November 26, 2010.
He had surgery on May 17 2010.	We drove for five hours on Thursday December 9 2010.	We went to Yosemite on April 29 2003.

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Partner Share and Synonyms
<b>Focus:</b>	Fluency, Synonyms, Alphabetical Order

**Materials:**

Activity at end of lesson plan

White Boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word cry. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “cry”.</p> <p>sob, weep, tear, sigh, hysterics, blubber, bawl, snivel, whimper, whine.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from cry to the word that means the most cry, placing all of the words in between. When making this list, start with the word “cry” on the top of the page, and the word that means the most cry on the bottom.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings)</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information)</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail)</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide</p>

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punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.  
 Arranging words in alphabetical order is a skill that helps students be able to use the dictionary and other resources that are arranged in alphabetical order.

practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Alphabetical Order #2

#### Directions:

1. Draw a card that has 3-6 words listed on it. Use your white board to list the words in alphabetical order.
2. If you are correct, you will keep the card.
3. Player 2 will then take his/her turn.

Play is over when all cards have been taken.

### Closing

#### Review

Say:

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

#### Debrief

#### LBNT

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

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

- Ask students to think about what they did today.
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Alphabetical Order #2

pepper, onion, salt	zucchini, tomato, vegetable	spoon, fork, knife
boa, rattle, coral	tiger, antelope, aardvark	chocolate, sugar, peanut
snail, spider, slug	freeway, bridge, road	pants, shirt, shorts
skip, run, hop	shadow, dark, light	ring, silver, earring
yellow, orange, magenta	rain, wind, storm	rug, carpet, runner
grapes, banana, pineapple	start, stop, finish	tree, trunk, trust
money, must, monkey, many, most, mauve	rice, wheat, barley, oats, cereal, breakfast	live, love, legacy, lumber, laugh, leap

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Find the Evidence and Synonyms
<b>Focus:</b>	Fluency, Synonyms, Commas

**Materials:**

Activity at end of lesson plan

White boards, pens and/or crayons

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**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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



## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b> Together, brainstorm words that mean the same thing as the word big. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as "big" large, giant, huge, outsized, bulky, colossal, enormous, massive, gargantuan, mammoth (a word like grande could also be used)</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from big to the word that means the most big, placing all of the words in between. When making this chart, put the word big at the bottom and the word that represents the "biggest" is on the top.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Find the Evidence:</b> On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check</p>

## Consult 4 Kids Lesson Plans

<p><b>Commas in a List</b>          When writing three or more words in a list, separate them by a comma. Please put a comma after the word and as well. Example: The flag is red, white, and blue.</p> <p><b>Lists</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide the students into pairs.</li> <li>2. Give each pair a set of cards and a white board.</li> <li>3. One at a time students read a card and write the sentence correctly on the white board.</li> <li>4. Students should take turns taking the lead.</li> <li>5. Activity is over when all sentences have been written correctly.</li> </ol>	<p>in with kids to determine if they have an understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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Commas in a List

<p>He put pepper onion and salt on his salad.</p>	<p>The vegetable garden had tomatoes zucchini and pumpkin.</p>	<p>Put the knife fork and spoon on the table.</p>
<p>There are three kinds of snakes at the zoo: boa rattle and coral.</p>	<p>He went to Africa to see the antelope tiger and aardvark.</p>	<p>Snickers are full of chocolate peanuts and caramel.</p>
<p>I want the snails slugs and spiders out of my yard.</p>	<p>To get to grandma's house we had to go on roads freeways and bridges.</p>	<p>He packed his shorts pants and shirts.</p>
<p>The race requires you to skip hop and run.</p>	<p>Is it in the light dark or shadow?</p>	<p>Please bring me the bracelet ring and earrings.</p>
<p>My favorite colors are red yellow and green.</p>	<p>The dog was afraid of the storm wind and rain.</p>	<p>Where did he put the carpet, runners and other flooring.</p>
<p>The shipment contained grapes bananas and guava.</p>	<p>He was unable to start drive or stop the car.</p>	<p>Are you able to purchase the flowers bushes and trees?</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Antonyms and I Wonder
<b>Focus:</b>	Antonyms, Addresses, Questioning

**Materials:**

Activity at end of lesson plan (Commas in Addresses)

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b></p> <p>Yesterday and the day before you made charts for all of the words that you could think of that mean the same or nearly the same as "big" and "little". Today put the list with the "big" synonyms on top and the list with the "little" synonyms on the bottom. You now have a continuum of words from the smallest of small to the biggest of big.</p> <p>Have students read through the words and quiz each other on the opposites of each word.</p> <p>When you have completed this have each pair of students use three different words in a sentence.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Commas in Addresses</b></p> <p>When writing addresses, even on an envelope, separate the name of the city from the name of the state with a comma. Example:</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

Joe Smith  
1234 ABC Street  
Sacramento, California or Sacramento, CA

When you are writing someone's address in a letter or on a memo, you separate the street address from the city and state with a comma. Example: Joe Smith, 1234 ABC Street, Sacramento, CA

### Addresses

#### Directions:

1. Divide the students into pairs.
2. Give each pair a set of cards and a white board.
3. One at a time students read a card and write the sentence correctly on the white board.
4. Students should take turns taking the lead.
5. Activity is over when all sentences have been written correctly.

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

## Commas in Addresses

Wendy lives at 1783 Martin Road Glendale Arizona.	I was born in Akron Ohio.	Last summer Fred went to London England.
Her party is at 2178 Utah Avenue Washington D.C.	My address is 9786 Franklin Street Boise Idaho.	My address is 6478 Garcia Way San Antonio Texas
We live in Atlanta Georgia	My aunt and uncle lives in Mexico City Mexico.	His address is 190 Julian Ave. Topeka Kansas.
He went to school in McFarland California.	The band went to Santa Barbara California.	Her address is 258 South Ingrid Street Solvang California
She was born in Des Moines Iowa.	He campaigned for office in Frontier New Hampshire.	The office building is at 1001 America Delano California.
The doctor's office is on 879 Shadow Lane Ojai California.	I went to the mall on 489 Boyd Street in Irvine California.	Have you gone to the movie theater in Phoenix Arizona.
Mr. Smith lives in Santiago Chile.	I had the opportunity to visit Copenhagen Denmark.	The haunted house was at 9003 Amity Hartford Connecticut.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Alphabetical Order and 10 or Less
<b>Focus:</b>	Synonyms, Summarizing, Alphabetical Order

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

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

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



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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word laugh. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “laugh”.</p> <p>chuckle, giggle, tee-hee, smile, guffaw, chortle, snigger, snort, hoot, cackle.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from laugh to the word that means the most laugh, placing all of the words in between. When making this chart, put the word laugh at the bottom and the word that represents the most “laugh” is on the top.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p>10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

## Consult 4 Kids Lesson Plans

punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

### Arrange words in alphabetical order

Arranging words in alphabetical order is a skill that helps students be able to use the dictionary and other resources that are arranged in alphabetical order.

### Alphabetical Order #1

#### Directions:

1. Draw a card that has 3-6 words listed on it. Use your white board to list the words in alphabetical order.
2. If you are correct, you will keep the card.
3. Player 2 will then take his/her turn

Play is over when all cards have been taken.

conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.

### Closing

#### Review

Say:

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

#### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

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

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

Consult 4 Kids Lesson Plans

Alphabetical Order #1

sofa, table, chair	dirt, rock, sand	bowl, saucer, plate
bear, monkey, leopard	cereal, fruit, nuts	water, juice, milk
bush, flower, tree	orderly, doctor, nurse	shorts, socks, shoes
sun, moon, star	king, prince, queen	book, newspaper, audio
sing, dance, act	black, brown, green	snap, shake, silly
apple, arctic, already	grape, great, graft	drum, drown, draw
house, head, hum, heat, home, handsome	duck, weather, five, skate, job, grapes	friend, foe, follower, fraternity, flicker, flop

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Your You're Its It's
<b>Focus:</b>	Clarifying, Homonyms, Pronouns

**Materials:**

Activities at end of lesson plan (Your, You're, Its, It's and Pronouns They, Them)

White Boards and pen and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Independent Timed Reading:</b> Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls “Stop” and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Two challenging homonym pairs are your / you’re and its / it’s. Today you will play a game that focuses on these two pairs.</p> <p><b>Your-You’re, Its-It’s</b></p> <p><b>Directions</b></p> <ol style="list-style-type: none"> <li>1. Place the sentence cards in the middle of the board.</li> <li>2. Player draws a sentence card and reads the sentence.</li> <li>3. He/she decides if the correct word to fill in the blank is “its”, “it’s”, “your”, “you’re”.</li> <li>4. He/she then covers the square with his/her marker.</li> <li>5. Play continues with the next player.</li> <li>6. Winner is the player with the most markers.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, “Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide</p>

## Consult 4 Kids Lesson Plans

punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

### Pronouns (They, Them)

They and them are plural pronouns. It means that more than one person is involved. These two pronouns also let the reader know that of the people involved, one of them is NOT the person speaking or writing. Example: “Fred and George ran home—They ran home.” Or, “Give it to Fred and George—Give it to them.”

### Pronoun—They and Them

#### Directions:

1. Divide students into pairs.
2. Give each pair a white board, crayons, and a set of cards.
3. One at a time the student selects a card and together the pair decides which word to select.
4. Once the decision has been made, the students write the sentence on the white board, taking turns with one another.
5. Activity is over when all cards have been drawn and sentences written correctly.

practice time on key conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.

### Closing

#### Review

Say:

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

#### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

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

- 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!)

## Your, You're, Its, It's Sentences

I bought a new bike, and _____ beautiful.
The hat it too little; _____ a size 3.
I would like to buy the car, but _____ too expensive.
The baseball team won _____ first game.
The bird broke _____ wing.
_____ very hard for me to get an "A" in math.
I can't find _____ raincoat.
Do you think that _____ good at reading?
What is _____ favorite TV show?
Can you find _____ way home?
_____ grade in this class would be better if you studied.
_____ doing great in the after school swimming class.

Most of us think _____ too hot to ride a bike.
The huge dog hurt _____ nose.
_____ the best haircut I have ever had.
_____ too late for us to go to the movies.
The pillow on my bed is losing all _____ stuffing.
I hope _____ not going to rain.
Who are _____ favorite basketball players?
I hope _____ team doesn't lose.
What happened to _____ diamond ring?
_____ going to have a lot of fun this summer.
_____ a good sport.
_____ going to go to bed early.

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you're	your	its	it's	you're	your	its	it's
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## Pronouns—They, Them

<p>The turtles like lettuce. (They, Them) are always hungry!</p>	<p>We have been out here waiting for (they, them).</p>	<p>(We, Us) are moving to another state.</p>
<p>The boys are here. (They, Them) will let you know.</p>	<p>(They, Them) are my very best friends.</p>	<p>We should invite (they, them) to the picnic.</p>
<p>Are (they, them) going with us to the beach?</p>	<p>Are we going to the beach with (they, them) tomorrow.</p>	<p>(They, Them) are my three best friends.</p>
<p>My parents were delighted when (they, them) saw me.</p>	<p>I love homemade French Fries, I could eat (they, them) all.</p>	<p>Jill and Jack will invite (they, them) to go for a walk.</p>
<p>(They, Them) are the people in charge of the show.</p>	<p>Do (they, them) have everything (they, them) need?</p>	<p>I never want to give a bad apple to (they, them).</p>
<p>The tree cast a shadow on (they, them).</p>	<p>(They, Them) are the ones who can find the missing stone.</p>	<p>Pilgrims came to a new world. (They, Them) were brave.</p>
<p>When will you give that to (they, them)?</p>	<p>(They, Them) ran in the marathon together.</p>	<p>She was concerned about (they, them).</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Somebody Wanted But So
<b>Focus:</b>	Summarizing, Context Clues, Pronouns

**Materials:**

Activities at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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

### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences: “Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

### Vocabulary

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

#### Context Clues

You played this game yesterday. Review the game with the students, asking them what they learned about the game and how to play it.

Today, students will play the game again but with a different partner.

#### Context Clues—Read Around

The purpose of this game is to practice the use of context to determine which word fits the meaning of the sentence.

#### Directions:

1. Divide students into pairs.
2. Give each pair a set of Read Around sentences.
3. Together students read the sentence and try to figure out the meaning of the bold/underlined word by reading the sentence.
4. Pair writes the meaning of the word on the white board.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Summarizing:

**Somebody/Wanted? But? So:** This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character’s goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Pronouns (She, Her, He, Him)</b>  Pronouns take the place of a person’s name or another noun. The words she and her are associated with one girl, the pronouns he and him are associate with one boy. Like the words “I” and “me”, “she” and “he” are used in the subject of the sentence. Example: Judy gave it to me. She gave it to me. The word “her” is used like the pronoun “me” and is usually preceded by the words to or for. “Him” is the pronoun like “her” only it refers to a boy.</p> <p><b>Pronoun—He, She, Her, Him</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board, crayons, and a set of cards.</li> <li>3. One at a time the student selects a card and together the pair decides which word to select.</li> <li>4. Once the decision has been made, the students write the sentence on the white board, taking turns with one another.</li> <li>5. Activity is over when all cards have been drawn and sentences written correctly.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Context Clues—Read Around

He wanted someone to draw a picture of the story. He called on an illustrator who had experience in drawing pictures for books.

Some of the ingredients were essential in making the casserole. However, the bay leaf was optional.

John wanted to climb Mr. Everest. He knew he would need to train for at least two years. Climbing Mt. Everest would be very rigorous.

The woman was wearing a bright yellow, green, orange and purple dress. She turned circles when she entered the room. Everyone thought she was very flamboyant.

Both John and Julie are part of the committee. This group of people will guide the design of the new playground.

Students went on a field trip to the natural history museum. When they were there, they saw elephants and rhinoceros. Both were mammoth animals.

The women walked through a beautiful flower garden. The roses and the lilacs were very fragrant. The women thought that the garden had a beautiful smell.

We were standing on the beach when the sun was going down. Slowly the sun slipped below the horizon and we could no longer see it.

She was going to the salon to have her nails trimmed, filed, and polished. She was happy to be getting a manicure.

He was writing down his homework assignment. He entered it on the day it was due. He was glad that the school had given him this book so he could keep his daily agenda.

He found a very old ring with a large diamond in it. The value of the ring was surprising. He was offered \$100,000 for it.

He is getting better and better at riding his bicycle. In fact his improvement is amazing. He won an

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award for his achievement.

The clasp on the necklace was broken. It does not work to connect the two ends of the chain anymore. She will need to get it fixed.

He had a music lesson at 2:00. He had a ball game at 3:30. He visited his grandmother for dinner at 6:00. He had a very busy schedule.

She wanted to learn how to play the flute. She practiced every day for an hour. Must was relevant to her interest.

Joni was very hungry. She couldn't make a decision about what she wanted to eat. So, she asked for a menu.

Fred's mother had her jacket for 10 years and the colors were still bright and vivid. The quality of her jacket was very high.

The police came to look for fingerprints around the window. They were hoping to identify the person who had robbed the home.

He had a birthday party on Friday afternoon for the last three years. He will replicate that same day and time again this year.

On Wednesday night the television line-up is one comedy after another. You could that the Wednesday night topic on television is comedy.

Marty had a pick-up full of watermelons. He had enough watermelons for 300 people. He was eager to provide the watermelon for the group.

Joni had no idea what she needed to pack for her 3 week vacation. She looked at pictures of the places she would go to give her an overview of the trip.

George was on the bus ride home. There were 19 stops before he would get to his house. The bus had to make frequent stops on its way to George's house.

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The car was coming to the intersection of 4<sup>th</sup> and A Streets. There were no stop signs. In order to avoid a wreck, the car had to yield to the car on the right.

She was very fast at braiding her hair. She could do it with her eyes closed. She had a very efficient way of braiding hair.

Doors are hinged together by a pin that drops through the two pieces of the hinge. This will only happen if the two pieces of the hinge are in alignment.

Julie wanted to go to McDonalds. Jorge wanted to go to taco Bell. They compromised by choosing Jack in the Box so they could get both hamburgers and tacos.

The flat-screen televisions were on sale for ½ price. There was a limit on the number that each person could buy. That limit was 1.

John dove into the water. After swimming the length of the pool underwater, he came up out of the water. When he emerged he was all wet.

He wanted to develop software for a video game he had in his mind. The man asked him to share the design of the game with him.

## Pronouns—She, Her, He and Him

(He, Him) watches the television show on Tuesday.	Dad is going to take (she, her) to Disneyland.	I gave (he, him) the popcorn when it was still hot.
Joan gave (he, him) directions to the house.	(He, Him) had a cold for nearly two weeks.	(She, Her) makes us lunch for school every day.
(He, Him) has over \$50 in his bank.	(She, Her) likes the color red best of all.	Tom is going to play volleyball with (she, her).
The teacher asked (he, him) to spell the word correctly.	The grandfather asked if (he, him) would go fishing.	Did you give (she, her) the lunch ticket?
(He, him) was barbequing steak for (she, her)	The lady was able to cut (she, her) hair.	The ring was much too big for (she, her) finger.
The shadow fell over (he, him).	(He, Him) was the fastest runner in his classroom.	Mother helped (she, her) to braid (she, her) hair.
We have that for Jorge and (he, him.)	I will want to take (she, her) to the movie tonight.	(She, Her) and Mary were selling cookies.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Individual Show Off
<b>Focus:</b>	Fluency, Antonyms, Alphabetical Order

**Materials:**

Alphabetical Order Lists from Lessons #5 and #6

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b></p> <p>Yesterday and the day before you made charts for all of the words that you could think of that mean the same or nearly the same as "laugh" and "cry". Today, put the list with the "laugh" synonyms on top and the list with the "cry" synonyms on the bottom. You now have a continuum of words from the smallest emotion of unhappiness to the biggest emotion of happiness.</p> <p>Write 5 sentences that indicate that the person experienced the first emotion then something happened and now they are experiencing the second emotion.</p> <p><b>Example:</b> John was laughing until he fell and skinned his knee and then he was crying.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Review with students how they did this activity yesterday. Ask them what they learned and what tips they would give to another student. Have students complete the activity with a different student today.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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### Alphabetical Order #1 or #2

#### Directions:

1. Draw a card that has 3-6 words listed on it. Use your white board to list the words in alphabetical order.
2. If you are correct, you will keep the card.
3. Player 2 will then take his/her turn.
4. Play is over when all cards have been taken.

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Homonym Concentration and Musical Shares
<b>Focus:</b>	Homonyms, Predicting, Pronouns

**Materials:**

Activities at end of the lesson plan (Pronouns, Homonym Concentration  
White Boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homonyms</b> are words that sound alike when you say them but they do not mean the same thing and they are not spelled the same. An example of this would be the words to, too and two, all pronounced the same but meaning toward, also, and 2.</p> <p><b>Homonym Concentration</b></p> <p><b>Directions</b></p> <ol style="list-style-type: none"> <li>1. Place the word cards face down in a grid like Concentration.</li> <li>2. Player selects two cards. If cards are a homonym pair, then player keeps the cards. If not, player turns cards over and play moves to the next player.</li> <li>3. Play continues until all cards are uncovered.</li> <li>4. Winner is player with most cards.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

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punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

### Pronouns (We, Us)

The pronoun we and us are used in place of a compound subject or object. So, if I want to say that both of us made a bow, I can say that “We both made a bow.” We is used like the word I and includes you in its usage. The word us is used like “me” as part of a phrase that usually begins with to or for.

### Pronoun—We and Us Directions:

1. Divide students into pairs.
2. Give each pair a white board, crayons, and a set of cards.
3. One at a time the student selects a card and together the pair decides which word to select.
4. Once the decision has been made, the students write the sentence on the white board, taking turns with one another.
5. Activity is over when all cards have been drawn and sentences written correctly.

conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

## Homonym Concentration

ant	aunt	ate	eight
I	eye	bare	bear
bite	byte	caught	cot
cent	sent	dear	deer
fair	fare	for	four
hair	hare	knight	night
not	knot	mail	male
write	right	son	sun

## Pronouns—We, Us

(We, Us) are going to the grocery store.	Jenny, my best friend, is going with (we, us).	(We, Us) are getting a turtle for a pet.
I hope that the turtle will like (we, us).	(We, Us) will stay up late on New Year's Eve.	Our grandmother said (we, us) could eat cake for dessert.
(We, Us) will brush our teeth after every meal.	Will you read (we, us) a story this afternoon?	He is definitely afraid of (we, us).
John and Mary will go to the store with (we, us).	They will bring the dinner to (we, us).	(We, Us) will not be driving to Memphis.
(We, Us) are not likely to be able to find the box.	Fred will not give it to Jorge but he will give it to (we, us).	The newspaper is giving (we, us) an opportunity to speak.
"That's crazy!" he told (we, us).	Please take your time and give that to (we, us).	How can (we, us) help you with the move?
John is going home with (we, us).	(We, Us) can go into the other classroom if needed.	The chorus cried, "(We, Us) love to sing!"



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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Student Activity Choice
<b>Focus:</b>	Questioning and Review

**Materials:**

Activities from Lesson Plans #1 - #10

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary. Today the students will have the opportunity to replay one of the three games from this week:</p> <p><b>Read Around</b> <b>Homonym Concentration</b> <b>Your You're, Its It's</b></p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text). <b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings). <b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information). <b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b> <b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence. Summarizing: Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity. Today the students will have the opportunity to replay one of the games from this week:</p> <p>Students may choose from <b>Commas in Addresses, Commas in a List</b> <b>Commas in Dates</b> <b>Alphabetical Order #1 or #2</b> <b>Pronouns (multiple)</b></p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

### Debrief

#### LBNT

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

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

- 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!)