

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Synonym Slap Down
Focus:	Vocabulary, Clarifying, and Possessive Pronouns

Materials:

Activity at end of lesson plan

Synonym Cards from Day 1

White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

www.readinga-z.com (This is a subscription fee site).

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

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

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to the next level.

Fluency Activity of the Day

Speed Reading: Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

Vocabulary

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

During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Each of the games will have students utilize the games in different ways. At the end of the 11 days, students will be able to pair synonyms and understand the meaning of each. The activities will include Synonym Cards—Four Decks, Sentence Cards, and several game boards.

Synonym Slap Down

You will use all four decks for this game—select all cards numbered 1 – 10.

Directions:

1. Divide students into groups of 4.
2. Mix all 40 cards together, shuffle and deal each person 4 cards.
3. Player do NOT show their cards to the other players.
4. The object of the game is to get all four cards that are synonyms for each other.
Example: laugh, giggle, chuckle, tee hee.
5. Each player selects one card (that he/she does not want) and put it face down in front of them.
6. When every player has card in front of them, players pass the card one person to the left.
7. Players pick up the card and draw another card (now they have 5 in their hand).
8. Players decide which card is unwanted and the process continues until all cards have been selected.
9. As players get four synonyms, they place them down in front of them.
10. The player with them most matches wins.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Clarifying: Individual Show-Off: 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>determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</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>Possessive Pronouns A possessive pronoun shows ownership. Singular possessive pronouns are: my, mine, your, yours, his, her, hers, its. Plural possessive pronouns are: our, ours, your, yours, their, theirs.</p> <p>Possessive Pronouns Directions:</p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio a white board and a set of Possessive Pronoun Cards. 3. Have students write an original sentence on the white board with each of the possessive pronouns. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? <p style="text-align: center;">Debrief</p> <p>3-2-1</p> <ul style="list-style-type: none"> • 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.

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Reflection (Confirm, Tweak, Aha!)

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

3rd Grade Possessive Pronouns

my	mine	your
yours	his	her
hers	its	our
ours	your	yours
their	theirs	

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Component	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Synonyms In Alphabetical Order
Focus:	Vocabulary, Questioning and Adjectives (What Kind?)

Materials:

Activity at the end of the lesson plan
 Synonym Cards from Day 1
 White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

***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>to the next level.</p> <p>Fluency Activity of the Day</p> <p>Slow Reading: Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;">Vocabulary</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>This activity will take all four decks of synonym cards.</p> <p>Synonyms in Alphabetical Order</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Give each student one deck of synonym cards and a white board and pen/crayon. 2. Students is to take deck of cards and assemble them in alphabetical order. 3. Student then writes the words on his/her white board. 4. Students trade white boards to determine if the list is correct. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Questioning:</p> <p>Question and Connection: 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>
<p style="text-align: center;">Conventions</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>Adjectives—What kind?</p> <p>Adjectives describe (or modify) a noun (person, place or thing). An adjective can answer</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</p>

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<p>one of four questions:</p> <ol style="list-style-type: none"> 1. What kind? 2. How Many" 3. Whose" 4. Which? <p>Today we are going to look at adjectives that answer the question what kind. Examples:</p> <ul style="list-style-type: none"> • wild animal • caramel candy • cold soda <p>What Kind? Directions:</p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio a deck of sentence cards, dice and a white board with pen/crayons. 3. Player 1 draws a sentence card and reads it. 4. Player then fills in the blank with an adjective that tells What Kind. 5. If other two players agree, player rolls the die and records the number of points (if it is a second, third, etc. turn, he/she adds the total to the previous total. 6. Game is over after each player has had 10 turns. 7. Player with the most points wins. 	<p>elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?

Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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3rd Grade Adjectives—What Kind?

The ____ house is on the corner.	The pony kicked the ____ ball.	The ____ pen doesn't work.	The ____ light shone in the window.
The ____ pumpkin is round and orange.	The ____ citizens called home.	The ____ ice was dripping.	____ Eric was not able to follow.
The ____ girl wore a yellow dress.	Our ____ girl was too short.	The ____ pilot was inexperienced.	The ____ building touched the sky.
The ____ dog is barking.	The ____ cat is meowing.	The ____ pig is oinking.	The ____ man was wandering along.
The ____ leaves are falling.	The ____ river is beautiful.	The ____ ground is soft to the touch.	The ____ hamster is brown and white.
The ____ beard is scratchy.	The ____ girl picked roses.	The ____ boy made me laugh.	The ____ man scared the boy.
The ____ computer did not work.	The ____ mouse ran quickly.	The ____ woman was a great singer.	The ____ majorette twirled her baton.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Pictionary and Silly Questions
Focus:	Vocabulary, Clarifying, and Conventions

Materials:

Activities at end of lesson plan
 Synonym Decks from Day 1
 White Boards and pen and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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- 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?
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Content (the "Meat")

Fluency

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Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
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6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

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

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to the next level.

Fluency Activity of the Day

Independent Timed Reading: Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls “Stop” and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart

Vocabulary

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

This activity will take one decks of synonym cards. Be sure that students have a different deck of cards than they had yesterday.

Review how to play this game with the students. Ask them for strategies that they used to help them win.

Pictionary

Directions:

1. Divide students into teams of 2.
2. Two teams of 2 will play against one another.
3. Each team will have 2 minutes to select a synonym card and draw a picture to represent the word.
4. The other team tries to guess the word.
5. The team that is drawing will get one point if the second team guesses the correct word.
6. The second team will get a point if they can name the word and the synonym for the word.
7. Play is over when each team has had 5 turns as the drawing team and the guessing team.
8. Winner is team with most points.

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).

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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>Activity</p> <p>Clarifying: Silly Questions: 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>Conventions</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>Adjectives—Which? Adjectives describe (or modify) a noun (person, place or thing). An adjective can answer one of four questions:</p> <ol style="list-style-type: none"> 1. What kind? 2. How Many" 3. Whose" 4. Which? <p>Today we are going to look at adjectives that answer the question how many. Examples:</p> <ul style="list-style-type: none"> • that animal • those candy bars • latter days <p>Which? Directions:</p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio a deck of sentence cards, dice and a white board with pen/crayons. 3. Player 1 draws a sentence card and reads it. 4. Player then fills in the blank with an adjective that tells which. 5. If other two players agree, player rolls the die and records the number of points (if it is a second, third, etc. turn, he/she adds the total to the previous total. 6. Game is over after each player has had 10 turns. 7. Player with the most points, wins. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

DIGA

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

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

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

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Reflection (Confirm, Tweak, Aha!)

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3rd Grade Adjectives—Which?

_____ ball is flat.	_____ man was walking with a cane?	_____ shirt is not clean.	I want _____ pair of pants.
_____ towels smell funny.	_____ shoes don't match.	I want _____ box removed.	I want _____ things in the trash.
_____ clock needs to be adjusted.	_____ clothes must be folded.	The dog is sleeping _____.	_____ place is a happy place.
_____ are the times than scare me.	_____ man slipped and fell.	The _____ President was popular.	The _____ coach was not accepted.
The _____ meat is pork.	_____ tomatoes are rotten.	She gave it to the _____ man.	The _____ winner is not here now.
The _____ decision affected everyone.	"_____ is not fair," she shouted.	_____ candy bars are delicious.	_____ book is very funny.
_____ house is lived in.	_____ book is only for young children.	_____ rules are for everyone.	The _____ answer is more informative.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Whose? and Pictionary
Focus:	Vocabulary, Predicting, Adjectives (Whose?)

Materials:

Activity at end of the lesson plan
 Synonym Cards from Day 1
 White Boards and pens and/or crayons

Opening

State the objective

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- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

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Content (the "Meat")

Fluency

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<p>to the next level.</p> <p>Fluency Activity of the Day</p> <p>Musical Shares: Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice</p>	
<p style="text-align: center;">Vocabulary</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>This activity will take one decks of synonym cards. Be sure that students have a different deck of cards than they had yesterday.</p> <p>Pictionary</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into teams of 2. 2. Two teams of 2 will play against one another. 3. Each team will have 2 minutes to select a synonym card and draw a picture to represent the word. 4. The other team tries to guess the word. 5. The team that is drawing will get one point if the second team guesses the correct word. 6. The second team will get a point if they can name the word and the synonym for the word. 7. Play is over when each team has had 5 turns as the drawing team and the guessing team. 8. Winner is team with most points. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Predicting</p> <p>Three Words: share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;">Conventions</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>Adjectives—Whose? Adjectives describe (or modify) a noun (person, place or thing). An adjective can answer one of four questions:</p> <ol style="list-style-type: none"> 1. What kind? 2. How Many” 3. Whose” 4. Which? <p>Today we are going to look at adjectives that answer the question whose. Examples:</p> <ul style="list-style-type: none"> • zoo’s animal • Hershey candy bars • man’s sodas <p>Whose? Directions:</p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio a deck of sentence cards, dice and a white board with pen/crayons. 3. Player 1 draws a sentence card and reads it. 4. Player then fills in the blank with an adjective that tells Whose. 5. If other two players agree, player rolls the die and records the number of points (if it is a second, third, etc. turn, he/she adds the total to the previous total. 6. Game is over after each player has had 10 turns. 7. Player with the most points, wins 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

3-2-1

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade Adjectives—Whose?

The ____ animals were quiet.	The _____ soda was cold.	_____ watch was broken.	The _____ toys were scattered
_____ doll is nice and clean.	_____ football is on the lawn.	He gave _____ watch to him.	_____ bird is sitting on his shoulder.
_____ horse is running fast.	_____ pony pranced away.	Has _____ book been returned?	Do we have _____ check ready for him?
_____ pen doesn't have any ink.	The _____ trunk is long.	The _____ costume is red and yellow.	The _____ rope is twirling.
_____ giraffe is pink and white.	The _____ tent is broken down.	_____ glass is empty.	_____ window is covered with snow.
_____ purse is green and brown.	_____ suit fits him perfectly.	_____ wig is very dusty.	_____ sweater is unraveling.
The _____ flowers were beautiful.	_____ statue is broken.	_____ necklace is beaded.	_____ jacket is too small.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Partner Share and Synonym Slap Down
Focus:	Vocabulary, Predicting and Pronouns

Materials:

Activity at end of lesson plan
 Synonym Cards from Day 1
 White Boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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>to the next level.</p> <p>Fluency Activity of the Day</p> <p>Partner Share: Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Each of the games will have students utilize the games in different ways. At the end of the 11 days, students will be able to pair synonyms and understand the meaning of each. The activities will include Synonym Cards—Four Decks, Sentence Cards, and several game boards.</p> <p>Synonym Slap Down You will use all four decks for this game—select all cards numbered 1 – 10.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into groups of 4. 2. Mix all 40 cards together, shuffle and deal each person 4 cards. 3. Player do NOT show their cards to the other players. 4. The object of the game is to get all four cards that are synonyms for each other. Example: laugh, giggle, chuckle, tee hee. 5. Each player selects one card (that he/she does not want) and put it face down in front of them. 6. When every player has card in front of them, players pass the card one person to the left. 7. Players pick up the card and draw another card (now they have 5 in their hand). 8. Players decide which card is unwanted and the process continues until all cards have been selected. 9. As players get four synonyms, they place them down in front of them. 10. The player with them most matches wins. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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</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</p>

Consult 4 Kids Lesson Plans

<p>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;">Activity</p> <p>Predicting One-Minute Predictions: Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>the group is thinking.</p>
<p style="text-align: center;">Conventions</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>Pronouns A pronoun can take the place of a noun. Singular subject pronouns are: I, you, he, she, it. Plural subject pronouns are: we, you and they Examples: Jill has a cat.—She has a cat. Jorge and Fred play soccer.—They play soccer.</p> <p>Pronouns Directions:</p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio a game board, a set of Pronoun Sentence Cards, and three different markers. 3. The object of the game is to get three in a row. 4. Player 1 draws a Pronoun Sentence Card and selects the pronoun that can take the place of the underlined word or words, and marks it with his/her marker. 5. Player 2 does the same. 6. It is important that the players use some strategy to keep the other player from getting three in a row horizontally, vertically, or diagonally. 7. Player 3 then continues. 8. Game is over when someone has 3 in a row or all of the Pronoun Sentence Cards are used. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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

3rd Grade—Subject Pronouns Game Board

we



you



they



he



she



it



I



we



it



they



he



she



you



I



we



you



they



he



she



it



I



we



he



she

Consult 4 Kids Lesson Plans

3rd Grade Subject Pronoun Sentence Cards

<u>John and Mark</u> are going..	<u>John</u> is fixing the window.	<u>The purse</u> was lost in the flood.	<u>Jill and I</u> are going to the store.
<u>Judy</u> did not like the new perfume.	I will hand the paper to <u>(the person right there.)</u>	Jo can't go with me. _____ will go by myself.	<u>Linda and Ann</u> are wearing the same hat.
<u>Joe</u> ran the race the quickest.	<u>Mona</u> did not want to go later.	The <u>dog</u> was barking loudly at the cat.	Joe gives <u>(the person right there)</u> a book.
<u>Millie and Moe</u> found the cookies.	Lily hugged me. _____ hugged her back.	<u>Ron and I</u> nearly finished.	<u>Mel</u> drove his car to the show.
<u>Mother</u> was able to find the scissors.	<u>My cat</u> is not very friendly.	Did he give <u>(person right there)</u> a ticket?	<u>Fred and George</u> fell off the ladder.
Give that to me. _____ will take it to her.	<u>Shelly and I</u> are neighbors.	<u>Roy</u> lost his bike.	<u>Lori</u> is giving that away.

Consult 4 Kids Lesson Plans

<p><u>The game</u> is nearly over.</p>	<p>Did <u>(person right there)</u> raise your hand?</p>	<p><u>Lance and Jack</u> are brothers.</p>	<p>He thanked me. _____ said, "You're welcome."</p>
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Concentration and I Wonder
Focus:	Vocabulary, Questioning, and Singular and Plural Nouns

Materials:

Activity at end of lesson plan
 Synonym Cards from day one
 White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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>to the next level.</p> <p>Fluency Activity of the Day</p> <p>Paired Readings: Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Each of the games will have students utilize the games in different ways. At the end of the 11 days, students will be able to pair synonyms and understand the meaning of each. The activities will include Synonym Cards—Four Decks, Sentence Cards, and several game boards.</p> <p>Concentration</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of each of the synonyms decks. 3. Students make a 5 x 5 grid, using some cards from each deck. Cards are face down. 4. Remaining cards placed in a stack on the side. 5. Player 1 turns over two cards (1 from each deck) and if they are a synonym match, take the pair and replace them with the cards from the remaining decks. 6. Player 2 follow the same plan. 7. Game is over when all matches are made. 8. Player with the most matches wins. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Questioning:</p> <p>I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? 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>

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<p style="text-align: center;">Conventions</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>Singular and Plural Nouns A singular noun names one person, place or thing, a plural noun names more than one person, more than one place, or more than one thing. Examples: singular—noodle plural—noodles</p> <p>Singular and Plural Nouns Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of sentence cards, white board and pens/crayons. 3. On the white board, students should create two columns, labeling 1 column Singular and the second column, Plural. 4. Working together, students select a sentence card and determine if the noun is singular or plural. 5. Students then write the noun on the white board under the correct column. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>3-2-1</p> <ul style="list-style-type: none"> • 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.

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3rd Grade Singular and Plural Nouns

The <u>umbrella</u> is green.	The <u>canopies</u> are red and white striped	The <u>trophies</u> are 12 inches tall.	Mr. Jones was a good <u>neighbor</u> .
The <u>bracelet</u> was mailed to her yesterday.	The <u>ships</u> were sailing out of the harbor.	She doesn't know the <u>answer</u> .	They are my best <u>friends</u> .
The girl is baking <u>cookies</u> .	The <u>cows</u> are all black and white.	The <u>duck</u> quacked loudly.	Does he have all of the playing <u>cards</u> ?
I will visit the <u>camp</u> tomorrow.	He is not a <u>genius</u> , that's for sure.	I am not going <u>home</u> after the party.	We are working on four <u>projects</u> together.
The <u>noodles</u> in the bowl are soft.	Five of the <u>pigs</u> are pink.	Picture <u>frames</u> are on the wall.	My <u>dog</u> is barking loudly.
Did you go to the <u>store</u> yesterday?	Please cook only one <u>bean</u> .	The <u>pencils</u> are overflowing in the box.	The single <u>flower</u> was breathtaking.
Have you been on the cargo <u>ship</u> ?	The <u>ladies</u> waved good-bye.	What <u>day</u> of the week is it?	Nine <u>mothers</u> were at the park.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Irregular Plural Nouns and Concentration
Focus:	Vocabulary, Summarizing, and Irregular Plural Verbs

Materials:

Activity at end of lesson plan
 Synonym Cards from Day 1
 White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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>to the next level.</p> <p>Fluency Activity of the Day</p> <p>All Read: During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Review how to play this game with the students. Ask them for strategies that they used to help them win.</p> <p>Concentration</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of each of the synonyms decks. 3. Students make a 5 x 5 grid, using some cards from each deck. Cards are face down. 4. Remaining cards placed in a stack on the side. 5. Player 1 turns over two cards (1 from each deck) and if they are a synonym match, take the pair and replace them with the cards from the remaining decks 6. Player 2 follow the same plan. 7. Game is over when all matches are made. 8. Player with the most matches wins. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Summarizing:</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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

Consult 4 Kids Lesson Plans

<p>will this information apply to your life?</p> <p style="text-align: center;">Conventions</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>Irregular Plural Nouns</p> <p>In most cases, when you want a singular noun to become a plural noun, you simply add “s” or “es”. Some nouns are irregular and can be the same whether they are singular or plural. Example: one fish, many fish; one sheep, many sheep.</p> <p>Some plural nouns take a different form than the noun in the singular form. Example: child-children, mouse-mice</p> <p>Irregular Plural Nouns</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a white board, pens/crayons, and a deck of sentence cards. 3. Label the white board in two columns: Regular and Irregular and place the white board between the students. 4. Together, students select a sentence card and determine if the plural is regular or irregular. 5. They place the sentence card in the correct column. 6. Game is over when all sentence cards have been placed. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3rd Grade—Irregular Plural Nouns

She had nine <u>dresses</u> in her closet.	The three little <u>pigs</u> were happy at home.	The <u>umbrellas</u> are blue and white.	The <u>trophies</u> are silver and gold.
The <u>beaches</u> are across from her house.	How many <u>dogs</u> do you have?	He took a nap underneath the <u>trees</u> .	There are two <u>schools</u> in the neighborhood.
The <u>mothers</u> were disappointed.	The <u>shadows</u> fell along the road.	He will give you twenty <u>guesses</u> .	The <u>computers</u> in the lab are all broken.
My best <u>friends</u> are Judy and Mark.	The <u>kittens</u> all looked like their mother.	Ten <u>bison</u> ran across the highway.	Do the <u>deer</u> travel north in the winter?
The <u>sheep</u> are resting in the meadow.	The <u>people</u> have purchased tickets.	The <u>mice</u> were squeaking loudly.	The <u>moose</u> were moving slowly.
The <u>geese</u> were flying in a V.	I have lost three <u>teeth</u> .	I have blisters on both <u>feet</u> .	The <u>children</u> were laughing quietly.
We needed all of the <u>dice</u> to play the game.	The <u>fish</u> were swimming in schools.	The <u>swine</u> are not soft and furry.	The <u>data</u> are not accurate.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Somebody Wanted and Alphabetical Order
Focus:	Vocabulary, Summarizing, and Adjectives

Materials:

Activities at end of lesson plan
 Synonym Cards from Day 1
 White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

www.readinga-z.com (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>Fluency Activity of the Day</p> <p>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: <u>“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;">Vocabulary</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>This activity will take all four decks of synonym cards. Be sure that students have a different deck of cards than they had yesterday.</p> <p>Synonyms in Alphabetical Order Directions:</p> <ol style="list-style-type: none"> 1. Give each student one deck of synonym cards and a white board and pen/crayon. 2. Student is to take deck of cards and assemble them in alphabetical order. 3. Student then writes the words on his/her white board. 4. Students trade white boards to determine if the list is correct. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>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: 1st Square: somebody (Identify the character), 2nd Square: Wanted (Describe the character’s goal), 3rd Square: But (Describe the conflict or the problem), 4th Square: So (Describe the resolution of the conflict.)</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</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</p>

Consult 4 Kids Lesson Plans

<p>Adjectives—How Many? Adjectives describe (or modify) a noun (person, place or thing). An adjective can answer one of four questions:</p> <ol style="list-style-type: none"> 1. What kind? 2. How Many" 3. Whose" 4. Which? <p>Today we are going to look at adjectives that answer the question how many. Examples:</p> <ul style="list-style-type: none"> • one animal • fifteen candy bars • many sodas <p>How Many? Directions:</p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio a deck of sentence cards, dice and a white board with pen/crayons. 3. Player 1 draws a sentence card and reads it. 4. Player then fills in the blank with an adjective that tells How Many. 5. If other two players agree, player rolls the die and records the number of points (if it is a second, third, etc. turn, he/she adds the total to the previous total. 6. Game is over after each player has had 10 turns. 7. Player with the most points wins. 	<p>check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>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.</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3rd Grade Adjectives—How Many?

The _____ balls bounced high.	_____ citizens stood in the cold.	_____ cows were at the trough.	Only _____ cats were kept by the man.
_____ men were on the trapeze.	It was _____ of his favorite poems.	_____ of them had blue hair.	_____ than one finished the race.
_____ of the players returned.	There are _____ fountains in a row.	Did she bring _____ glasses of water?	He only had _____ chances to get it.
I want to pick _____ flowers.	Can you see _____ stars?	_____ players made up the soccer team.	She had _____ loose teeth right now.
_____ of them were hungry and tired.	_____ geese flew through the air.	The dog made _____ holes in the yard.	Have you run in _____ marathons?
The phone rang _____ times.	The wolf howled at the moon _____ times.	She had _____ good ideas.	The _____ ponies pranced.
_____ soldiers came home.	He has _____ pencils.	The puzzle had _____ pieces.	The sleigh was pulled by _____ reindeers.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	VOCAB and Proper Nouns
Focus:	Vocabulary, Clarifying, and Proper Nouns

Materials:

Activity at end of lesson plan (Use decks of Synonym Cards from yesterday)

White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

www.readinga-z.com (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>Fluency Activity of the Day</p> <p>Modeled Reading: Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Each of the games will have students utilize the games in different ways. At the end of the 11 days, students will be able to pair synonyms and understand the meaning of each. The activities will include Synonym Cards—Four Decks, Sentence Cards, and several game boards.</p> <p>Review how to play this game with the students. Ask them for strategies that they used to help them win.</p> <p>VOCAB</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Make a list of words and place on chart paper or white board. 2. Students create a Bingo Card (5 across and 3 rows, space in the center is free). 3. Students write one word from the list in each space in any order (there will be 20 words and 14 spaces so everyone's card is not alike). 4. Select synonym card and call the word. If student has the synonym, he/she marks it. 5. Player calls VOCAB when he/she has three in a row vertically or horizontally (there is no diagonal in this game). 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Clarifying:</p> <p>Charades: 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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

Consult 4 Kids Lesson Plans

<p>and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;">Conventions</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>Proper Nouns A proper noun identifies a specific person, place or thing by name. A proper noun begins with a capital letter. Examples: <i>boy—John</i> <i>street—First Street</i> <i>shoes—Nikes</i></p> <p>Proper Nouns <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of cards. 3. Shuffle the cards and place face down in a 4 x 4 grid. 4. Player 1 turns over 2 cards. If the cards match—one a Proper Noun and the other the Common Noun version of the Proper Noun, he/she takes the pair and replaces cards with extra cards from the deck. Example of match: common noun card—street, proper noun card—Maple Street. 5. Player 2 continues in the same way. 6. Play is over when all cards have been paired. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>LBNT</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>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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3rd Grade—Proper and Common Nouns

president	Obama	student	Sally
park	Rosedale Park	restaurant	Denney's
rabbit	Bugs Bunny	brother	Tommy
swimmer	Michael Phelps	cowboys	Wild Bill
business	Xerox	dentist	Dr. Jones

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car	Toyota	photographer	Jeff Camera
bus	Greyhound	city	Milwaukee
state	Wisconsin	actor	Zac Efron
hospital	St. Joseph's	church	Baptist
computer	Dell	newspapers	New York Times

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city	Sacramento	street	4 th Street
singer	Beyoncé	rapper	Jayz
composer	Bach	store	K-Mart

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Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Repeated Reading and VOCAB
Focus:	Vocabulary, Predicting, and Nouns

Materials:

4 decks of synonym cards, print each deck on different colored card stock (select the deck or decks as directed)

VOCAB Game Board

Noun Game

White boards, 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 (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>Fluency Activity of the Day</p> <p>Fluency Test—Read 1 minute 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;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Each of the games will have students utilize the games in different ways. At the end of the 11 days, students will be able to pair synonyms and understand the meaning of each. The activities will include Synonym Cards—Four Decks, Sentence Cards, and several game boards.</p> <p>VOCAB</p> <p>This game is played like BINGO.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Make a list of words and place on chart paper or white board. 2. Students create a Bingo Card (5 across and 3 rows, space in the center is free). 3. Students write one word from the list in each space in any order (there will be 20 words and 14 spaces so everyone's card is not alike). 4. Select synonym card and call the word. If student has the synonym, he/she marks it. 5. Player calls VOCAB when he/she has three in a row vertically or horizontally (there is no diagonal in this game). 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Predicting</p> <p>Find the Evidence: On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

Consult 4 Kids Lesson Plans

<p>walked alone.”</p> <p style="text-align: center;">Conventions</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>Nouns</p> <p>A noun is a word that names a person, place or thing. Examples: person—boy, student, governor place—park, street, store thing—toy, dish, ball</p> <p>Nouns</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of noun cards and a game board. 3. Player 1 turns over a word card and determines is the noun represents a person, place or thing and places the word in the correct category. 4. Player 2 repeats the process. 5. Game is over when the cards are all placed in the appropriate columns. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Synonym Cards 3rd Grade—VOCAB, Concentration, Synonym Slap Down, Alphabetical Order, Pictionary
Deck 1-Synonyms

angry	help	join	only
noise	beautiful	ugly	laugh
cry	sad	friend	finished
tiny	large	yell	rich

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tired	excited	draw	old
run	said	wet	noisy
dirty			

Deck 2-Synonyms

mad	assist	consent	just
din	pretty	homely	giggle
weep	unhappy	buddy	completed
small	shout	wealthy	exhausted

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thrilled	illustrate	ancient	scurry
whispered	damp	loud	filthy
huge			

Deck 3-Synonyms

<p>furious</p>	<p>aid</p>	<p>link</p>	<p>barely</p>
<p>uproar</p>	<p>gorgeous</p>	<p>grotesque</p>	<p>chuckle</p>
<p>sob</p>	<p>gloomy</p>	<p>pal</p>	<p>ended</p>
<p>little</p>	<p>gigantic</p>	<p>bellow</p>	<p>affluent</p>

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worn-out	energized	demonstrate	elderly
dash	stated	soaking	earsplitting
soiled			

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Deck 4--Synonyms

said	support	attach	hardly
racket	lovely	hideous	chortle
whimper	miserable	ally	concluded
minute	enormous	scream	prosperous

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weary	eager	show	mature
sprint	remarked	drenched	deafening
grimy			

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Synonym List 3rd Grade

First word is in Deck 1, second word is in Deck 2, third word is in Deck 3, and fourth word is in Deck 4.

Suggestion: Print deck in different colored card stock to keep them separate.

angry, mad, furious, upset
 help, assist, aid, support
 join, consent, link, attach
 only, just, barely, hardly
 noise, din, uproar, racket
 beautiful, pretty, gorgeous, lovely
 ugly, homely, grotesque, hideous
 laugh, giggle, chuckle, chortle
 cry, weep, sob, whimper
 sad, unhappy, gloomy, miserable
 friend, buddy, pal, ally
 finished, completed, ended, concluded
 tiny, small, little, minute
 large, huge, gigantic, enormous
 yell, shout, bellow, scream
 rich, wealthy, affluent, prosperous
 tired, exhausted, worn-out, weary
 excited, thrilled, energized, eager
 draw, illustrate, demonstrate, show
 old, ancient, elderly, mature
 run, scurry, dash, sprint
 said, whispered, stated, remarked
 wet, damp, soaking, drenched
 noisy, loud, earsplitting, deafening
 dirty, filthy, soiled, grimy

VOCAB Game Card

V	O	C	A	B
		FREE		

Consult 4 Kids Lesson Plans

3rd Grade Nouns—Person, Place, or Thing

Person	Place	Thing

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3rd Grade Noun Cards

president	mom	student	restaurant
park	school	ball	dish
pencil	rabbit	cage	brother
swimmer	friends	cowboys	plane
circle	cabbage	teeth	business
salesman	cars	photographer	pictures
Tommy	bus	ticket	Milwaukee
Wisconsin	actor	brother	baby
home	hospital	church	soda
calculator	stapler	newspapers	alarm
dinner	backyard	paper	animal
bed	uncle	Sacramento	California

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bucket	street	paint	neighbor
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Fluency and Student Activity Choice
Focus:	Review Vocabulary and Conventions

<p>Materials:</p> <p>Activities from Lesson Plans #1 - #10</p> <p>White boards and pens and/or crayons</p>

Opening

<p>State the objective</p>
<p>The purpose of these lessons are to:</p> <ul style="list-style-type: none"> • 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.

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

Content (the "Meat")

<p>Fluency</p>	<p>*Activity → Teachable Moment(s) throughout</p>
<p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p>Repeated Reading Process</p> <ol style="list-style-type: none"> 1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text. 2. Have students read for 1 minute and count the number of words read in the minute. 3. Record the number of words read on a chart. 4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan. 5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded. 6. Celebrate success. 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level. 	<p>Repeated Reading passages can be found at: 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).</p>

Consult 4 Kids Lesson Plans

<p>Fluency Activity of the Day</p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;">Vocabulary</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>Choose from the activities that have been played for the last 10 days. Have students review how to play each game.</p> <p>Pictionary Alphabetical Order Synonym Slap Down Concentration VOCAB</p>	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Q and S</p> <p>Question and Connection #2: Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</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>Choose from the activities that have been played for the last 10 days. Have students review how to play each game.</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</p>

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<p>Adjectives—Which Adjectives—How Many Adjectives—What Kind Adjectives—Whose Nouns Proper Nouns Singular and Plural Nouns Irregular Plural Nouns Pronouns Possessive Pronouns</p>	<p>elements.</p>
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Closing

	Review
<p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives? 	

	Debrief
<p>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.</p>	

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
