

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Fluency and Synonyms
Focus:	Vocabulary (Synonyms), Predicting, Punctuating Quotations

Materials:

Activity at end of the lesson plan

White Boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

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<p>students to the next level.</p> <p>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>Synonyms Synonyms are words that mean the same or nearly the same thing. Selecting a synonym with just the right meaning will make a difference in students' speaking and writing.</p> <p>Synonyms <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Synonym Cards. 3. Shuffle the cards and place the first 16 in a 4 by 4 grid face down. 4. Player 1 draws 2 cards and if they are synonyms for one another they collect the cards and use one of the words in a sentence. Player replaces the two cards with two other cards from the deck. 5. Player 2 then repeats. 6. When all cards are matched game is over. 	
<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 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.</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>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>Punctuating Quotes</p> <p>Quotation marks are used to show a person’s exact spoken words. Quotation marks come in pairs, one before the first word of the quote and one at the end, after the final punctuation. There are guidelines around how to punctuate these quotes. Begin with the quotation marks. Capitalize the first word of the quote. Complete the ending punctuation of the quote (you can use a comma instead of a period so you can add <i>he said</i>) and then add the punctuation marks. Here is an example: “I was invited to the party,” said Ann. Demonstrate several examples with the students. Have different students say things and then capture that in a direct quote.</p> <p>Direct Quotes</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a white board and a set of Quotation Cards. 3. Together, pair turns over a card and determines how to punctuate the quote. 4. When this is decided, students write the quote on the white board. 5. When they finish, they find another pair and compare answers, correcting as necessary. 	<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>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!)
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3rd Grade Synonyms

hairless	bald	lost	misplaced
buttoned	fastened	clean	fresh
child	tot	fast	quick
scream	yell	cook	heat
cut	take apart	fat	obese
bare	uncovered	tied	knotted
dirty	soiled	dog	canine
heavy	weighty	vacation	time off

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wash	cleanse	bark	arf!
talk	chat	bend	swerve
complete	finish	stripe	streak
ajar	open	parcel	package
return	give back	sneakers	shoes
quilt	blanket	music	tunes
continue	keep going	stop	halt

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3rd Grade Direct Quotes

<p>where is my surfboard asked Jack</p>	<p>ryan said I am happy when I play video games</p>
<p>sam said I found the sock under the bed</p>	<p>we are going to the movie tonight cheered the team</p>
<p>I was invited to spend the night sighed Natalie</p>	<p>grandpa asked do you want to visit New York City</p>
<p>my dog's name is Rover Ted said</p>	<p>my phone is ringing exclaimed Jorge</p>
<p>Jorge asked may I have some popcorn and soda</p>	<p>we have three large dogs murmured Lizette</p>
<p>would you like to go to the market asked Lori</p>	<p>look out shouted Murray</p>

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Slow Reading and Antonyms
Focus:	Vocabulary (Antonyms), Questioning and Run On Sentences

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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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>students 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>Antonyms Antonyms are words that mean the opposite of another word. Not all words have opposites, but the ones that do, should be understood. Review several examples with students.</p> <p>Antonyms <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Antonym Cards. 3. Shuffle the cards and place the first 16 in a 4 by 4 grid face down. 4. Player 1 draws 2 cards and if they are antonyms for one another they collect the cards and use one of the words in a sentence. Player replaces the two cards with two other cards from the deck. 5. Player 2 then repeats. 6. When all cards are matched game is over. 	
<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: 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>Often, this activity will be</p>

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

Run On Sentences

A run-on sentence combines more than one thought or idea. The word and is used in run-on sentences to string the thoughts together. A run-on is not like a compound sentence that has two sentences together because they are a connection to the same thought or idea.

An example of a run-on sentence is: June filled the box with candy and she went to the store for ice cream and she decorated her T-shirt with rhinestones. This would have been much better as three separate sentences. June filled the box with candy. She went to the store for ice cream. She decorated her T-shirt with rhinestones.

Splitting Up the Run-Ons

Directions:

1. Divide students into pairs.
2. Give each pair a white board and a set of Run On Cards
3. Together, the pair draws a sentence card and reads the run-on sentence.
4. Pair then agrees on how to break the run-on into several sentences and writes the sentence on the white board
5. Bring pairs back together and have them share with the class.

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

Closing

Review

Say:

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

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade Antonym Review

up	down	fat	thin
black	white	fast	slow
fingers	toes	head	toes
ill	well	pass	grab
rich	poor	polite	rude
loud	soft	tall	short
wet	dry	sweet	sour
arm	leg	blind	sighted

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good	bad	inside	outside
boy	girl	Mr.	Mrs.
late	early	morning	evening
find	lost	top	bottom
under	over	play	work
empty	full	baby	adult
floor	ceiling	beautiful	ugly

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3rd Grade—Run-On Sentences

<p>Ireland is a small country and we have neighbors that have been in Ireland and I don't believe in leprechauns.</p>	<p>Debra has a red sweater and her hair is brown and she likes chocolate chip cookies.</p>
<p>He flew the airplane to Michigan and he shopped for tickets and he liked to play baseball.</p>	<p>The train was on its way to Hogwarts and the man thought he saw a magician and the wand was broken when he cast a spell.</p>
<p>John read the newspaper advertisement and he did his homework before dinner and he wore a green shirt yesterday.</p>	<p>Danny's friend paid for the items and Danny left on his bicycle and he had a hamburger for lunch.</p>
<p>The blanket is in the chest and the towels are in the closet and the food is stacked onto the shelf by type.</p>	<p>The carpenter cut the board in half and he painted the shelf green and he had to take three nails out of the board.</p>
<p>Bob and Jorge are brothers and they are firefighters and the both like dogs better than cats.</p>	<p>Jim is a veterinarian and he skis on the week are liked by everyone and end and he drives a red Toyota.</p>
<p>JoJo and Ginger are the neighbor's cats and they play with the children on the street and the dogs don't chase them.</p>	<p>Bob wears T-shirts and jeans every day and he is friends with Martin and Bob likes to eat pizza.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Charades and Contractions
Focus:	Vocabulary (Similes), Clarifying, and Contractions

Materials:

Activity at end of lesson plan

White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
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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

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2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
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

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<p style="text-align: center;">students to the next level.</p> <p>Fluency Activity of the Day</p> <p>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.</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>Similes A simile is a comparison of two things using the word "like" or "as" to make the comparison. When a comparison has been made in a certain way for a long time, it can become a cliché. Examples of similes that are also clichés include: cold as ice, hard as a rock, old as the hills, had as a hornet, dark as nigh, deep as the ocean. Ask children if they can think of others.</p> <p>Charades <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide the students into groups of 3. 2. Give each group a set of simile cards. 3. Have groups go through the cards and discuss how they might act out each of the similes. 4. Bring the groups back together. 5. Draw a simile card and have each of the groups come up and act out the simile without speaking. 6. After each group has finished, have the class vote on the charade that they like best. 	
<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: Individual Show-Off: Before class, use several of the interesting words in a sentence in</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	
<p style="text-align: center;">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>Contractions</p> <p>A contraction is a word made by joining two words. One or more letters are left out and an apostrophe replaces them. For example, can + not = can't. Have students brainstorm other contractions.</p> <p>Contractions</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Turn the card face down in a grid, like Concentration. 2. First player turns over two cards. If they match, he she keeps the cards. If they do not match, player turns them face down. 3. Second player repeats step 2. Alternate until game is over. <p>If there is time, have students make up sentences with each of the contractions that they pick up. Have them say the sentence two ways—once with the contraction and once with the two words.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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.

<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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Consult 4 Kids Lesson Plans

3rd Grade Similes (Clichés)

run like a deer	hop like a rabbit	swim like a fish	free as a bird
busy as a bee	slither like a snake	quick as lightning	strong as a lion
scamper like a mouse	nervous as a cat	flat as a pancake	cold as ice
dark as night	deep as the ocean	old as the hills	mad as a hornet
hard as nails	smart as a whip	happy as a clam	as blind as a bat
as clear as mud	as dry as a bone	as hungry as a bear	as steady as a rock

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 3rd Grade Contractions

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't
are not	aren't	would not	wouldn't
do not	don't	will not	won't

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was not	wasn't	should not	shouldn't
I had	I'd	we are	we're
here is	here's	you will	you'll
you would	you'd	I will	I'll
it is	it's	there is	there's
he will	he'll	they have	they've

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Declarative, Exclamatory, Interrogative, Imperative
Focus:	Vocabulary (Homophones), Clarifying, and 4 Sentence Types

Materials:

Activity at end of lesson plan

White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
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<p>students to the next level.</p> <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>Homophones</p> <p>Homophones are words that sound alike but are spelled differently and have different meanings. Other than the words we worked with yesterday, there are other homophone pairs. Today we will look at other homophones such as bury and berry.</p> <p>Homophones</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Place the word cards face down in a grid like Concentration. 2. Player selects two cards. If cards are a homonym pair, then player keeps the cards. If not, player turns cards over and play moves to the next player. 3. Play continues until all cards are uncovered. 4. Winner is player with most cards. 	
<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 and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to</p>

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

Types of Sentences

There are four types of sentences: statements (declarative), questions (interrogatives), exclamation, (exclamatory), and imperatives (commands). A declarative sentence is a telling sentence and is probably the most common sentence type. The interrogative sentence asks questions and ends in a question mark. These usually begin with the words who what, when, where, why or how. The third type is a sentence is an exclamation and it shows strong emotion and feelings like surprise, anger, excitement, or fear. The fourth type is imperative and is a command or an order. Commands often have only an implied subject. An example would be “Make your bed.”

Four Types of Sentences

Directions:

1. Divide students into pairs.
2. Give each pair a Game Board and a deck of sentence cards.
3. Shuffle the cards and put them to the right of the game board.
4. Player 1 draws a sentence card, reads the sentence and determines whether the sentence is a declarative, interrogative, exclamatory, or imperative sentence. Player 2 may challenge Player 1’s selection.
5. Once there is agreement, Player 2 draws a card and the process continues.
6. Game is over when all cards have been categorized.

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

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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

3rd Grade—Homophones

ant	aunt	ate	eight
I	eye	bare	bear
bite	byte	caught	cot
cent	sent	dear	deer
fair	fare	for	four

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hair	hare	knight	night
not	knot	mail	male
write	right	son	sun
two	too	know	no
read	red	sight	site

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3rd Grade Four Types of Sentences

I like to drink water on hot days.	We went to the mountains.	My friend and I went swimming.	My family is at the beach.
I like to eat sugar cookies.	It is fun to play the guitar.	The waves were very calm.	We collected a lot of seashells.
Cats are furry animals.	He has five horses and two dogs.	John went to the store yesterday.	I have a beautiful ring.
Where is Mom?	Did you see that black car that was speeding?	Who has answered all of the questions?	Do you like fried potatoes?
How old are your brothers?	When will you be able to go with me?	What was the first car that you saw?	Who wrote the book about George?

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How big is the watermelon plant?	Would you like to eat carrots?	What is your favorite juice?	Is your favorite dessert pie?
Wow!	Martin hit the winning run!	He hit a grand slam!	Ouch!
We won the championship!	Sally was the spelling bee champ!	Jorge, look out!	I can't believe that this happened!
The balloon popped!	The car screamed to a halt!	He threw the touchdown pass!	I love you!
Make your bed.	Rake the leaves.	Do you homework.	Eat your lunch

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Go left then turn right.	Drive carefully.	Mark the correct answer.	Stand near the table.
Give that to me.	Duck your head.	Stop doing that.	Say your name.

Sentence Type Game Board

Declarative	Interrogative	Exclamatory	Imperative

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Homophones and Types of Sentences
Focus:	Vocabulary(Homophones), Predicting, and 4 Types of Sentences

Materials:

Activities at end of lesson plan

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

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<p>students to the next level.</p> <p>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>Homophones</p> <p>Homophones are words that sound alike but are spelled differently and have different meanings. There are four homophones that really challenge us: your, you’re, their, there, they’re, whose, who’s, and its and it’s. Let’s take a look at the three there, their, they’re. The first “there” refers to a place—put it over there. The second, “their”, is the possessive form meaning it belongs to them. This is true of “its” and “your” as well. The third form, “they’re”, is a contraction for they are, just like “it’s” is a contraction for it is, “you’re” is a contraction for you are, and “who’s” is a contraction for who is. Finally, “whose” is the interrogative pronoun—asking the question of which person?</p> <p>Homophones</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Homophone Cards, white board, and pen or crayon. 3. Player 1 draws a card. 4. Player 1 writes and read a sentence using the word that was drawn. 5. If sentence is correct, player receives a point. 6. Player 2 repeats. 7. Game is over when first player reaches 10 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>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</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>read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;">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>Types of Sentences</p> <p>There are four types of sentences: statements (declarative), questions (interrogatives), exclamation, (exclamatory), and imperatives (commands). A declarative sentence is a telling sentence and is probably the most common sentence type. The interrogative sentence asks questions and ends in a question mark. These usually begin with the words who what, when, where, why or how. The third type is a sentence is an exclamation and it shows strong emotion and feelings like surprise, anger, excitement, or fear. The fourth type is imperative and is a command or an order. Commands often have only an implied subject. An example would be "Make your bed."</p> <p>Four Types of Sentences</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Game Board and a deck of sentence cards. 3. Shuffle the cards and put them to the right of the game board. 4. Player 1 draws a sentence card, reads the sentence and determines whether the sentence is a declarative, interrogative, exclamatory, or imperative sentence. Player 2 may challenge Player 1's selection. 5. Once there is agreement, Player 2 draws a card and the process continues. 6. Game is over when all cards have been categorized. 	<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>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.

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

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3rd Grade Homophone Cards

its	its	its	its
it's	it's	it's	it's
whose	whose	whose	whose
who's	who'	who's	who's
there	there	there	there

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their	their	their	their
they're	they're	they're	they're
your	your	your	your
you're	you're	you're	you're

3rd Grade Four Types of Sentences Cards

I like to drink water on hot days.	We went to the mountains.	My friend and I went swimming.	My family is at the beach.
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<p>I like to eat sugar cookies.</p>	<p>It is fun to play the guitar.</p>	<p>The waves were very calm.</p>	<p>We collected a lot of seashells.</p>
<p>Cats are furry animals.</p>	<p>He has five horses and two dogs.</p>	<p>John went to the store yesterday.</p>	<p>I have a beautiful ring.</p>
<p>Where is Mom?</p>	<p>Did you see that black car that was speeding?</p>	<p>Who has answered all of the questions?</p>	<p>Do you like fried potatoes?</p>
<p>How old are your brothers?</p>	<p>When will you be able to go with me?</p>	<p>What was the first car that you saw?</p>	<p>Who wrote the book about George?</p>
<p>How big is the watermelon plant?</p>	<p>Would you like to eat carrots?</p>	<p>What is your favorite juice?</p>	<p>Is your favorite dessert pie?</p>

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Wow!	Martin hit the winning run!	He hit a grand slam!	Ouch!
We won the championship!	Sally was the spelling bee champ!	Jorge, look out!	I can't believe that this happened!
The balloon popped!	The car screamed to a halt!	He threw the touchdown pass!	I love you!
Make your bed.	Rake the leaves.	Do you homework.	Eat your lunch
Go left then turn right.	Drive carefully.	Mark the correct answer.	Stand near the table.

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Give that to me.	Duck your head.	Stop doing that.	Say your name.
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Consult 4 Kids Lesson Plans

Sentence Type Game Board

Declarative	Interrogative	Exclamatory	Imperative

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Misused Words and Prepositions
Focus:	Vocabulary (Misused Words), Questioning, and Prepositions

Materials:

Activity at end of lesson plan

White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Vocabulary

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

Misused Words

Some words are commonly misused. These words include: good, well, sure, surely, real, and really. So, let's take a look at how these words should be used. The word **good** is an adjective and describes a noun. You could say, "That was a good dinner." The word **good** is never an adverb. **Well** is an adjective when it means in good health or having a good appearance. For example, "She looks well." Well is an adverb when it is used to tell that something is done capably or effectively, such as "She writes well." Sure is an adjective when it modifies a noun. "A robin is a sure sign of spring." Surely is an adverb and can be used in this way, "He surely wants a job." Real is an adjective that means genuine or true, such as "That is a real diamond." Really is an adverb in "Mary really played a good game." Demonstrate these guidelines to students.

The Right Stuff

*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><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a game board and a deck of right Stuff Cards. 3. Shuffle the deck of cards and put them to the right of the Game Board. 4. Player 1 draws a card, reads the sentence and decides which word should fill in the blank. Player places a marker on the word on the game board. 5. Player 2 continues play in the same way. 	
<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>
<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>Prepositions</p> <p>Prepositions are words that relate nouns to other words in a sentence. Prepositions can tell where something is, where something is going, when something happens, and the relationship between a noun or pronoun and another word. Common prepositions include: aboard, about, above, across, after, against, along, alongside, among, around, as, at, before, behind, below, beneath, beside, besides, between, beyond, but, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, round, since, through, throughout, till, to, towards, under, underneath, until, up, upon, with, within, without (Make a list of these for students to refer to).</p> <p>Prepositions</p> <p><u>Directions</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 2. Give each pair a 12" x 18" piece of paper. 3. Demonstrate for students how to divide the white board into 4 columns (this can be done on paper). 4. Label the columns: "Tells where something is", "Tells where something is going", "Tells when something happens", and "Tells the relationship between a noun or pronoun and another word". 5. Ask student to look at the single prepositions and place each in one of the 4 categories. 6. Example: aboard would be placed in the column "where something is". 7. Have pairs compare lists with another pair and correct any differences. 	
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Closing

Review

Say:

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

Debrief

3-2-1

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade The Right Stuff

good

well

sure

surely

real

really

good

well

sure

surely

real

really

good

well

well

sure

surely

real

really

sure

Consult 4 Kids Lesson Plans

<p>You did a _____ job cleaning your room. (good, well)</p>	<p>He detective in the story used his skills _____ (good well)</p>	<p>Len _____ wanted to finish before everyone else. (sure, surely)</p>	<p>I _____ want to read that book now. (real, really)</p>
<p>Did it take you long to decide who the _____ criminal? (real, really)</p>	<p>The class hamster looked _____ and healthy. (well, good)</p>	<p>Jill read _____ when she shared the story. (well, good)</p>	<p>You will _____ get a good grade. (sure, surely)</p>
<p>He looks _____. (well, good)</p>	<p>That was a _____ sandwich. (well, good)</p>	<p>He said he bet on a _____ thing. (sure, surely)</p>	<p>He will _____ be able to win the game. (sure, surely)</p>
<p>He is feeling _____. (well, good)</p>	<p>This was a _____ professional tennis racket. (real, really)</p>	<p>I think the secretary is doing a _____ job. (good, well)</p>	<p>That is a _____ nice outfit. (real, really)</p>
<p>He will be able to _____ do that. (sure, surely)</p>	<p>Maria writes _____. (well, good)</p>	<p>This is a _____ movie. (well, good)</p>	<p>I am _____ tired. (real, really)</p>

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<p>John is _____ the fastest runner. (sure, surely)</p>	<p>Junie colors _____ . (well, good)</p>	<p>Frank saw the _____ signs of victory. (sure, surely)</p>	<p>He had a _____ Babe Ruth baseball. (real, really)</p>
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Punctuating Direct Quotes
Focus:	Vocabulary (Synonyms), Clarifying, and Punctuating Quotations

Materials:

Activities at end of lesson plan

White Boards and pen and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

<p style="text-align: center;">students to the next level.</p> <p>Fluency Activity of the Day</p> <p>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.</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>Synonyms Synonyms are words that mean the same or nearly the same thing. Selecting a synonym with just the right meaning will make a difference in students’ speaking and writing.</p> <p>Synonyms <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each pair a set of Synonym Cards. 3. Shuffle the cards and deal out equal numbers to each player. 4. Player 1 asks another player for a synonym for (and then states the word). 5. Player 1 then uses the word in a sentence. 6. Player 2 either gives up the word or he/she passes. 7. Player 2 then repeats, asking player 3. 8. Player 3 then repeats, asking player 1. 9. When all cards are matched game is over. 	
<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: 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,</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

Consult 4 Kids Lesson Plans

<p>bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;">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>Punctuating Quotes</p> <p>Quotation marks are used to show a person's exact spoken words. Quotation marks come in pairs, one before the first word of the quote and one at the end, after the final punctuation. There are guidelines around how to punctuate these quotes. Begin with the quotation marks. Capitalize the first word of the quote. Complete the ending punctuation of the quote (you can use a comma instead of a period so you can add <i>he said</i>) and then add the punctuation marks. Here is an example: "I was invited to the party," said Ann. Demonstrate several examples with the students. Have different students say things and then capture that in a direct quote.</p> <p>Direct Quotes</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a white board and a set of Quotation Cards. 3. Together, pair turns over a card and determines how to punctuate the quote. 4. When this is decided, students write the quote on the white board. 5. When they finish, they find another pair and compare answers, correcting as necessary. 	<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>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 Synonyms

hairless	bald	lost	misplaced
buttoned	fastened	clean	fresh
child	tot	fast	quick
scream	yell	cook	heat
cut	take apart	fat	obese
bare	uncovered	tied	knotted
dirty	soiled	dog	canine
heavy	weighty	vacation	time off

Consult 4 Kids Lesson Plans

wash	cleanse	bark	arf!
talk	chat	bend	swerve
complete	finish	stripe	streak
ajar	open	parcel	package
return	give back	sneakers	shoes
quilt	blanket	music	tunes
continue	keep going	stop	halt

Consult 4 Kids Lesson Plans

3rd Grade Direct Quotes

where is my surfboard asked Jack	ryan said I am happy when I play video games
sam said I found the sock under the bed	we are going to the movie tonight cheered the team
I was invited to spend the night sighed Natalie	grandpa asked do you want to visit New York City
my dog's name is Rover Ted said	my phone is ringing exclaimed Jorge
Jorge asked may I have some popcorn and soda	we have three large dogs murmured Lizette
would you like to go to the market asked Lori	look out shouted Murray

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Run On Sentences and Summarizing
Focus:	Vocabulary (Antonyms), Summarizing, and Run On Sentences

Materials:

Activities at end of lesson plan

White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p>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</u> there was a prince who wanted to marry a princess; <u>but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;">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>Antonyms Antonyms are words that mean the opposite of another word. Not all words have opposites, but the ones that do, should be understood. Review several examples with students.</p> <p>Antonyms Directions:</p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each pair a set of Antonym Cards. 3. Shuffle the cards and deal out equal numbers to each player. 4. Player 1 asks another player for an antonym for (and then states the word). 5. Player 1 then uses the word in a sentence. 6. Player 2 either gives up the word or he/she passes. 7. Player 2 then repeats, asking player 3. 8. Player 3 then repeats, asking player 1. 9. When all cards are matched game is over. 	
<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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

Consult 4 Kids Lesson Plans

<p>students 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 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>Run On Sentences</p> <p>A run-on sentence combines more than one thought or idea. The word and is used in run-on sentences to string the thoughts together. A run-on is not like a compound sentence that has two sentences together because they are a connection to the same thought or idea.</p> <p>An example of a run-on sentence is: June filled the box with candy and she went to the store for ice cream and she decorated her T-shirt with rhinestones. This would have been much better as three separate sentences. June filled the box with candy. She went to the sort for ice cream. She decorated her T-shirt with rhinestones.</p> <p>Splitting Up the Run-Ons</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a white board and a set of Run On Cards 3. Together, the pair draws a sentence card and reads the run-on sentence. 4. Pair then agrees on how to break the run-on into several sentences and writes the sentence on the white board 5. Bring pairs back together and have them share with the class. 	<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!)

Consult 4 Kids Lesson Plans

3rd Grade Antonym Review

up	down	fat	thin
black	white	fast	slow
fingers	toes	head	toes
ill	well	pass	grab
rich	poor	polite	rude
loud	soft	tall	short
wet	dry	sweet	sour
arm	leg	blind	sighted

Consult 4 Kids Lesson Plans

good	bad	inside	outside
boy	girl	Mr.	Mrs.
late	early	morning	evening
find	lost	top	bottom
under	over	play	work
empty	full	baby	adult
floor	ceiling	beautiful	ugly

 3rd Grade—Run-On Sentences

Consult 4 Kids Lesson Plans

<p>Ireland is a small country and we have neighbors that have been in Ireland and I don't believe in leprechauns.</p>	<p>Debra has a red sweater and her hair is brown and she likes chocolate chip cookies.</p>
<p>He flew the airplane to Michigan and he shopped for tickets and he liked to play baseball.</p>	<p>The train was on its way to Hogwarts and the man thought he saw a magician and the wand was broken when he cast a spell.</p>
<p>John read the newspaper advertisement and he did his homework before dinner and he wore a green shirt yesterday.</p>	<p>Danny's friend paid for the items and Danny left on his bicycle and he had a hamburger for lunch.</p>
<p>The blanket is in the chest and the towels are in the closet and the food is stacked onto the shelf by type.</p>	<p>The carpenter cut the board in half and he painted the shelf green and he had to take three nails out of the board.</p>
<p>Bob and Jorge are brothers and they are firefighters and the both like dogs better than cats.</p>	<p>Jim is a veterinarian and he skis on the week are liked by everyone and end and he drives a red Toyota.</p>
<p>JoJo and Ginger are the neighbor's cats and they play with the children on the street and the dogs don't chase them.</p>	<p>Bob wears T-shirts and jeans every day and he is friends with Martin and Bob likes to eat pizza.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	The Right Stuff
Focus:	Vocabulary (Misused Words), Summarizing, and Prepositions

Materials:

Activity at end of lesson plan

White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*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>students 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>Misused Words</p> <p>Some words are commonly misused. These words include: good, well, sure, surely, real, and really. So, let's take a look at how these words should be used. The word good is an adjective and describes a noun. You could say, "That was a good dinner." The word good is never an adverb. Well is an adjective when it means in good health or having a good appearance. For example, "She looks well." Well is an adverb when it is used to tell that something is done capably or effectively, such as "She writes well." Sure is an adjective when it modifies a noun. "A robin is a sure sign of spring." Surely is an adverb and can be used in this way, "He surely wants a job." Real is an adjective that means genuine or true, such as "That is a real diamond." Really is an adverb in "Mary really played a good game." Demonstrate these guidelines to students.</p> <p>The Right Stuff</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a game board and a deck of Right Stuff Cards. 3. Shuffle the deck of cards and put them to the right of the Game Board. 4. Player 1 draws a card, reads the sentence and decides which word should fill in the blank. Player places a marker on the word on the game board. 5. Player 2 continues play in the same way. 	
<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>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>Activity</p> <p>Summarizing: 10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</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>Prepositions Prepositions are words that relate nouns to other words in a sentence. Prepositions can tell where something is, where something is going, when something happens, and the relationship between a noun or pronoun and another word. Common prepositions include: aboard, about, above, across, after, against, along, alongside, among, around, as, at, before, behind, below, beneath, beside, besides, between, beyond, but, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, round, since, through, throughout, till, to, towards, under, underneath, until, up, upon, with, within, without (Make a list of these for students to refer to).</p> <p>Prepositions Directions</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a 12” x 18” piece of paper. 3. Demonstrate for students how to divide the white board into 4 columns (this can be done on paper). 4. Label the columns: “Tells where something is”, “Tells where something is going”, “Tells when something happens”, and “Tells the relationship between a noun or pronoun and another word”. 5. Ask student to look at the single prepositions and place each in one of the 4 categories. 6. Example: aboard would be placed in the column “where something is”. 7. Have pairs compare lists with another pair and correct any differences. 8. If there is time, challenge students to use different prepositions in sentences of their own.. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade The Right Stuff

good

well

sure

surely

real

really

good

well

sure

surely

real

really

good

well

well

sure

surely

real

really

sure

Consult 4 Kids Lesson Plans

<p>You did a _____ job cleaning your room. (good, well)</p>	<p>He detective in the story used his skills _____ (good well)</p>	<p>Len _____ wanted to finish before everyone else. (sure, surely)</p>	<p>I _____ want to read that book now. (real, really)</p>
<p>Did it take you long to decide who the _____ criminal? (real, really)</p>	<p>The class hamster looked _____ and healthy. (well, good)</p>	<p>Jill read _____ when she shared the story. (well, good)</p>	<p>You will _____ get a good grade. (sure, surely)</p>
<p>He looks _____. (well, good)</p>	<p>That was a _____ sandwich. (well, good)</p>	<p>He said he bet on a _____ thing. (sure, surely)</p>	<p>He will _____ be able to win the game. (sure, surely)</p>
<p>He is feeling _____. (well, good)</p>	<p>This was a _____ professional tennis racket. (real, really)</p>	<p>I think the secretary is doing a _____ job. (good, well)</p>	<p>That is a _____ nice outfit. (real, really)</p>
<p>He will be able to _____ do that. (sure, surely)</p>	<p>Maria writes _____. (well, good)</p>	<p>This is a _____ movie. (well, good)</p>	<p>I am _____ tired. (real, really)</p>

Consult 4 Kids Lesson Plans

<p>John is _____ the fastest runner. (sure, surely)</p>	<p>Junie colors _____. (well, good)</p>	<p>Frank saw the _____ signs of victory. (sure, surely)</p>	<p>He had a _____ Babe Ruth baseball. (real, really)</p>
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Consult 4 Kids Lesson Plans

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

Materials:

Activities from Lesson Plans #1 - #10
White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p>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>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> Homophones The Right Stuff Charades Antonyms Synonyms 	
<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>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to</p>

Consult 4 Kids Lesson Plans

<p>Today is a day of review. Have students select from one of the following:</p> <p>Four Types of Sentences Prepositions Contractions Splitting the Run-On Direct Quotes</p>	<p>determine if they have and understanding of these key elements.</p>
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Closing
<p>Review</p>
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p>Debrief</p>
<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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