

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	QTees
<b>Focus:</b>	Vocabulary(Making Meaning), Predicting, and Spelling

**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?

What do you do to make spelling easier? What are some "rules" about spelling that you use? What are some of the spelling patterns that you know about?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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

### Fluency Activity of the Day

**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.

### Vocabulary

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

**Making Meaning:** Knowing what a word means is essential if you are going to use a word correctly. There are comedians who have made a living using words incorrectly. It is important that students understand and can describe what a word means. This will help students to use the word correctly.

### Making Meaning

#### Directions:

1. Divide students into pairs.
2. Give each pair a set of Making Meaning Cards.
3. Shuffle the cards and make a 5 card by 4 card grid, face down.
4. Player 1 turns 2 cards over and if they match (word and description of the word), then player keeps the two cards. If he/she takes cards from the game, those cards may be replaced by cards from the deck as long as they are still available.
5. Player 2 continues in the same way.
6. Game is over when all pairs are collected.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Predicting

**Find the Evidence:** On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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<p>walked alone.”</p> <p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling:</b> Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p><b>Q followed by U</b> When spelling a word with a “q”, remember that the letter “u” follows the “q”.</p> <p><b>Q-Tees</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs and give each pair a Q-Tee Word Bank and Q-Tee Description Cards.</li> <li>2. Place the Word Bank between the students.</li> <li>3. Player 1 draws a card and reads the phrase.</li> <li>4. Player 1 then selects a word from the Word Bank that is described by the Description Card.</li> <li>5. He/she then spells the word selected without looking.</li> <li>6. If he/she is correct, then he/she takes the card. If incorrect, the card goes into the discard pile.</li> <li>7. Player 2 repeats.</li> <li>8. Game is over when all of the cards are drawn.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

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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!)

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3<sup>rd</sup> Grade Making Meaning Cards

angry	wanting to argue or fight	help	assist
join	fasten two things together	noise	sound, usually a loud or unpleasant one
only	not more than	backyard	a lawn or open area behind a house
cardboard	very thick, stiff paper	eardrum	a part inside the ear that moves as sound strikes it
footprint	a mark made by a foot or shoe	jellyfish	a sea animal with a jelly-like body

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pinwheel	a toy wheel pinned to a stick that spins	sunburn	sore, red skin
supermarket	a large store that sells food	teaspoon	a small spoon for measuring
watchdog	a dog trained to guard	beautiful	pleasant to look at
clumsy	careless and awkward	delicate	finely made
difficult	not easy	frighten	make someone suddenly afraid

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happy	feeling or showing pleasure or joy	lost	no longer have
smart	clever and quick-thinking	strange	different from the usual
strong	powerful or having great force	fold	bend over on itself
kind	friendly helpful, and generous	pack	put objects into a container
paint	make a picture or cover a surface	view	what you can see from a certain place

3<sup>rd</sup> Grade Q-Tees

Q-Tees Word Bank

earthquake	equal	equipment
liquid	quarter	question
quickly	quiet	quill
quit	quiz	racquet
request	sequel	queasy



Q-Tee Description Cards

Ask for information	Not make a lot of noise	Step working at a job
Teachers like to give this	Politely ask for something	Move fast
Worth 25¢	Items for a sport	Not a solid
A second movie	The pointy part of a porcupine	Used to play tennis
Have an upset stomach	Worth the same amount	Shakes the ground

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Similes and The Y of It
<b>Focus:</b>	Vocabulary (Similes), Clarifying, and Spelling

**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:

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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?  
 What is the importance of asking questions to strengthen your understanding of what you have read?  
 Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?  
 What do you know about similes? What strategies do you utilize to help you spell words correctly?

### Content (the "Meat")

#### Fluency

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

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
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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.

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

### Fluency Activity of the Day

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

### Vocabulary

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

**Similes:** A simile is a comparison using the words "like" or "as" to make the comparison. In a simile, the speaker says that something is like something else. We use similes to express ourselves in a way that we hope will make our meaning more clear. For example, if I want someone to understand that a young basketball player is outstanding, I might say: "Josh plays basketball like Michael Jordan." I am comparing Josh's play to someone who most would agree is an amazing player, so I am saying that Josh is an amazing player. When using a simile, it is important to compare things to someone or something that everyone would agree is the trait you are trying to emphasize. Other examples of similes include:

- cold as ice
- dark as night
- hard as a rock
- deep as the ocean

### Similes

#### Directions:

1. Divide students into pairs.
2. Give each pair a set of Simile Cards.
3. Player 1 draws a card and reads the word and its meaning.
4. Player 1 then says a simile making a comparison to describe the word.
5. Player 2 may agree or challenge.
6. If Player 2 agrees, Player 1 gets 1 point. If Player 2 disagrees, then Player 1 has a second chance.
7. Player 2 then takes his/her turn.
8. Game is over when all cards have been drawn and similes have been created and shared.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

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<p>detail). For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b> <b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling:</b> Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p><b>Y + Suffix</b> If a word ends in consonant + y, change the y to an I and add the suffix. If a word ends in vowel + y, just add the suffix. When adding the suffix –ing, keep the y. No change is needed.</p> <p><b>The “Y” of It</b> <u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a The Y of It Game Board and Cards.</li> <li>3. Shuffle the cards and place them face down to the right of the game board.</li> <li>4. Player 1 draws a card and determines if the word requires “change the y to i”, add the suffix because of “ey”, or add –ing and keep the y.</li> <li>5. Player 2 may challenge.</li> <li>6. If Player 2 agrees, then Player 2 takes his/her turn.</li> </ol> <p>Game is over when all cards have been categorized.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

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!)

3<sup>rd</sup> Grade Similes

<p><b>beautiful</b></p> <p>Very pleasant to look at or listen to</p>	<p><b>clumsy</b></p> <p>Careless and awkward in movement or behavior</p>
<p><b>delicate</b></p> <p>Finely made or sensitive</p>	<p><b>difficult</b></p> <p>Not easy</p>
<p><b>frighten</b></p> <p>To make someone suddenly afraid or scared</p>	<p><b>happy</b></p> <p>Feeling or showing pleasure or joy</p>
<p><b>lost</b></p> <p>No longer have something you once had, or to be defeated in a game</p>	<p><b>smart</b></p> <p>Clever and quick-thinking, bright</p>
<p><b>strange</b></p> <p>different from the usual, odd</p>	<p><b>strong</b></p> <p>Powerful or having great force</p>
<p><b>friendly</b></p> <p>Affectionate, trusting and helpful</p>	<p><b>fast</b></p> <p>Speedy, rapid</p>
<p><b>annoy</b></p> <p>Bother and irritate</p>	<p><b>silly</b></p> <p>Foolish, not showing a serious concern</p>

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<p><b>hot</b></p> <p>Warm, having a high temperature</p>	<p><b>boring</b></p> <p>Not interesting, lacking enthusiasm</p>
<p><b>fat</b></p> <p>Weighty, having bulk</p>	<p><b>stubborn</b></p> <p>Not willing to do something different, sticking to original choice</p>
<p><b>tall</b></p> <p>When standing vertically, something is very long</p>	<p><b>slow</b></p> <p>Without speed, not moving at a fast space</p>
<p><b>white</b></p> <p>Without color</p>	<p><b>sleepy</b></p> <p>Tired, without energy, wanting to rest</p>
<p><b>fierce</b></p> <p>Aggressive and intense</p>	<p><b>brave</b></p> <p>Having or showing great courage</p>
<p><b>black</b></p> <p>Darkest color, without light</p>	<p><b>busy</b></p> <p>Having much to do, using energy</p>
<p><b>smooth</b></p> <p>Without bumps or lumps</p>	<p><b>round</b></p> <p>Curved rather than square or angular</p>

3<sup>rd</sup> Grade The Y of It Game Board

Change y to i and Add Suffix	Y + Add the Suffix	Add -ing + y



The Y of It Word Cards

study	stay	happy	lucky
try	copy	gray	stay
sloppy	bury	monkey	puppy
army	supply	sky	party
library	rely	marry	theory
apply	boy	toy	employ
valley	delay	convey	pray
stay	relay	beauty	busy
mystery	luxury	fancy	envy

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mercy	ordinary	vary	apply
hurry	portray		

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Antonym Match and 3 2 1
<b>Focus:</b>	Vocabulary (Antonyms), Predicting, Spelling

**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?  
 What do you know about antonyms? Please give several examples of antonyms. What strategies do you use to spell words correctly?

### 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**

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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.

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

### Fluency Activity of the Day

**Musical Shares:** Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.

### Vocabulary

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

#### Antonyms

Antonyms are words that mean the opposite of one another. The opposite of "on" is "off", the opposite of "high" is "low".

Brainstorm common antonyms with the students.

#### Antonym Match

##### Directions:

1. Divide students into pairs.
2. Give each pair a set of Antonym Match cards.
3. Shuffle the cards and deal 3 cards to each student.
4. Player 1 selects one of his/her cards and states the word on the card and also a word that means the opposite. For example, Player has the word "on" and states "on" and the opposite, "off". If Player 1 can state the word and its opposite, he/she gets one point. If Player 2 has the opposite in his/her hand, he/she gives it to Player 1, and Player 1 gets a second point.
5. After playing his/her card, Player draws to have 3 in his/her hand.
6. Player 2 repeats the process.
7. Game is over when all cards have been played.
8. Winner is the person with the 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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### Activity

#### Predicting

**Three Words:** share with students the topic for the day. Ask students to think about what

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<p>they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling:</b> Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p>ie or ei Use i before e except after the c. Examples: believe, yield, reprieve; ceiling, perceive, conceit</p> <p><b>I and E</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Word Bank and a set of I and Game Cards.</li> <li>3. Player 1 draws a card, reads the descriptor, selects a word from the word bank that will “fit” the descriptor.</li> <li>4. If Player 1 is correct, then he/she keeps the card and spells the word selected aloud.</li> <li>5. Player 2 continues in the same way.</li> <li>6. Game is over when all cards are played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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### Closing

#### Review

Say:

- Please recap what we did today.
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#### 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!)

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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)
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3<sup>rd</sup> Grade Antonyms

<b>above</b>	<b>add</b>	<b>back</b>	<b>begin</b>
<b>below</b>	<b>blame</b>	<b>beak</b>	<b>cry</b>
<b>different</b>	<b>dislike</b>	<b>earn</b>	<b>end</b>
<b>enjoy</b>	<b>evening</b>	<b>false</b>	<b>forgive</b>
<b>front</b>	<b>get</b>	<b>give</b>	<b>hear</b>

<b>heavy</b>	<b>ignore</b>	<b>laugh</b>	<b>light</b>
<b>morning</b>	<b>none</b>	<b>question</b>	<b>repair</b>
<b>same</b>	<b>shout</b>	<b>spend</b>	<b>subtract</b>
<b>tame</b>	<b>true</b>	<b>whisper</b>	<b>wild</b>
<b>all</b>	<b>answer</b>	<b>asleep</b>	<b>awake</b>



3<sup>rd</sup> Grade I and E Word Bank

ceiling

relieve

yield

niece

shield

chief

field

deceive

believe

fierce

receive

receipt

neigh

veil

neighbor

veins

beige

foreign

leisure

freight

reign

eight

reindeer

sleigh

weight

height

conceit

inconceivable

conceive

receivable

I-E Description Cards

not the floor but overhead	to slow down but not a complete stop
worn by a police officer or held by a knight in shining armor	where kids practice soccer
what one thinks is true	to get a phone call or mail
a ticket showing what you paid for	a strong, scary fighter
to lie or cheat	the head of the tribe, the boss
not your nephew	to give a break to
person who lives next to you	worn by a bride to cover her face

Consult 4 Kids Lesson Plans

not native to the area	a kind of train
the number after seven	what Santa drives
a person's length	step on a scale to find thi
pulls Santa's sleigh	to rule over people
one's free time	they carry blood throughout your body
a light brown color	what a horse says
to be impressed with yourself	the thing you get

Consult 4 Kids Lesson Plans

to think about it

something that is unbelievable

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	I and E and Antonyms
<b>Focus:</b>	Vocabulary (Antonyms), Clarifying, and Spelling

**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?

What do you know about antonyms? What strategies do you use to spell words correctly?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Independent Timed Reading:</b> Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls “Stop” and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b> Antonyms are words that mean the opposite of one another. The opposite of “on” is “off”, the opposite of “high” is “low”. Brainstorm common antonyms with the students.</p> <p><b>Antonym Match</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Antonym Match cards.</li> <li>3. Shuffle the cards and deal 3 cards to each student.</li> <li>4. Player 1 selects one of his/her cards and states the word on the card and also a word that means the opposite. For example, Player has the word “on” and states “on” and the opposite, “off”. If Player 1 can state the word and its opposite, he/she gets one point. If Player 2 has the opposite in his/her hand, he/she gives it to Player 1, and Player 1 gets a second point.</li> <li>5. After playing his/her card, Player draws to have 3 in his/her hand.</li> <li>6. Player 2 repeats the process.</li> <li>7. Game is over when all cards have been played.</li> <li>8. Winner is the person with the most points.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Spelling:</b> Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p>ie or ei Use i before e except after the c. Examples: believe, yield, reprieve; ceiling, perceive, conceit</p> <p><b>I and E</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Word Bank and a set of I and Game Cards.</li> <li>3. Player 1 draws a card, reads the descriptor, selects a word from the word bank that will "fit" the descriptor.</li> <li>4. If Player 1 is correct, then he/she keeps the card and spells the word selected aloud.</li> <li>5. Player 2 continues in the same way.</li> <li>6. Game is over when all cards are played.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

## Consult 4 Kids Lesson Plans

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

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



3<sup>rd</sup> Grade Antonyms

<b>above</b>	<b>add</b>	<b>back</b>	<b>begin</b>
<b>below</b>	<b>blame</b>	<b>beak</b>	<b>cry</b>
<b>different</b>	<b>dislike</b>	<b>earn</b>	<b>end</b>
<b>enjoy</b>	<b>evening</b>	<b>false</b>	<b>forgive</b>
<b>front</b>	<b>get</b>	<b>give</b>	<b>hear</b>

<b>heavy</b>	<b>ignore</b>	<b>laugh</b>	<b>light</b>
<b>morning</b>	<b>none</b>	<b>question</b>	<b>repair</b>
<b>same</b>	<b>shout</b>	<b>spend</b>	<b>subtract</b>
<b>tame</b>	<b>true</b>	<b>whisper</b>	<b>wild</b>
<b>all</b>	<b>answer</b>	<b>asleep</b>	<b>awake</b>

3<sup>rd</sup> Grade I and E Word Bank

ceiling

relieve

yield

niece

shield

chief

field

deceive

believe

fierce

receive

receipt

neigh

veil

neighbor

veins

beige

foreign

leisure

freight

reign

eight

reindeer

sleigh

weight

height

conceit

inconceivable

conceive

receivable

I-E Description Cards

not the floor but overhead	to slow down but not a complete stop
worn by a police officer or held by a knight in shining armor	where kids practice soccer
what one thinks is true	to get a phone call or mail
a ticket showing what you paid for	a strong, scary fighter
to lie or cheat	the head of the tribe, the boss
not your nephew	to give a break to
person who lives next to you	worn by a bride to cover her face

## Consult 4 Kids Lesson Plans

not native to the area	a kind of train
the number after seven	what Santa drives
a person's length	step on a scale to find thi
pulls Santa's sleigh	to rule over people
one's free time	they carry blood throughout your body
a light brown color	what a horse says
to be impressed with yourself	the thing you get

Consult 4 Kids Lesson Plans

to think about it

something that is unbelievable

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Similes and Y Plus Spelling
<b>Focus:</b>	Vocabulary (Similes), Predicting and Spelling

### 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

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

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

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

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

What do you know about similes? What strategies do you use to spell words correctly?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**Partner Share:** Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.

### Vocabulary

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

**Similes:** A simile is a comparison using the words “like” or “as” to make the comparison. In a simile, the speaker says that something is like something else. We use similes to express ourselves in a way that we hope will make our meaning more clear. For example, if I want someone to understand that a young basketball player is outstanding, I might say: “Josh plays basketball like Michael Jordan.” I am comparing Josh’s play to someone who most would agree is an amazing player, so I am saying that Josh is an amazing player. When using a simile, it is important to compare things to someone or something that everyone would agree is the trait you are trying to emphasize. Other examples of similes include:

- cold as ice
- dark as night
- hard as a rock
- deep as the ocean

### Similes

#### Directions:

1. Divide students into pairs.
2. Give each pair a set of Simile Cards.
3. Player 1 draws a card and reads the word and its meaning.
4. Player 1 then says a simile making a comparison to describe the word.
5. Player 2 may agree or challenge.
6. If Player 2 agrees, Player 1 gets 1 point. If Player 2 disagrees, then Player 1 has a second chance.
7. Player 2 then takes his/her turn.
8. Game is over when all cards have been drawn and similes have been created and shared.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or



## Consult 4 Kids Lesson Plans

<p>detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling:</b></p> <p>Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p><b>Y + Suffix</b></p> <p>If a word ends in consonant + y, change the y to an I and add the suffix. If a word ends in vowel + y, just add the suffix.</p> <p>When adding the suffix –ing, keep the y. No change is needed.</p> <p><b>The “Y” of It</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a The Y of It Game Board and Cards.</li> <li>3. Shuffle the cards and place them face down to the right of the game board.</li> <li>4. Player 1 draws a card and determines if the word requires “change the y to i”, add the suffix because of “ey”, or add –ing and keep the y.</li> <li>5. Player 2 may challenge.</li> <li>6. If Player 2 agrees, then Player 2 takes his/her turn.</li> <li>7. Game is over when all cards have been categorized.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

##### LBNT

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

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

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

3<sup>rd</sup> Grade Similes

<p><b>beautiful</b></p> <p>Very pleasant to look at or listen to</p>	<p><b>clumsy</b></p> <p>Careless and awkward in movement or behavior</p>
<p><b>delicate</b></p> <p>Finely made or sensitive</p>	<p><b>difficult</b></p> <p>Not easy</p>
<p><b>frighten</b></p> <p>To make someone suddenly afraid or scared</p>	<p><b>happy</b></p> <p>Feeling or showing pleasure or joy</p>
<p><b>lost</b></p> <p>No longer have something you once had, or to be defeated in a game</p>	<p><b>smart</b></p> <p>Clever and quick-thinking, bright</p>
<p><b>strange</b></p> <p>different from the usual, odd</p>	<p><b>strong</b></p> <p>Powerful or having great force</p>
<p><b>friendly</b></p> <p>Affectionate, trusting and helpful</p>	<p><b>fast</b></p> <p>Speedy, rapid</p>
<p><b>annoy</b></p> <p>Bother and irritate</p>	<p><b>silly</b></p> <p>Foolish, not showing a serious concern</p>

Consult 4 Kids Lesson Plans

<p><b>hot</b></p> <p>Warm, having a high temperature</p>	<p><b>boring</b></p> <p>Not interesting, lacking enthusiasm</p>
<p><b>fat</b></p> <p>Weighty, having bulk</p>	<p><b>stubborn</b></p> <p>Not willing to do something different, sticking to original choice</p>
<p><b>tall</b></p> <p>When standing vertically, something is very long</p>	<p><b>slow</b></p> <p>Without speed, not moving at a fast space</p>
<p><b>white</b></p> <p>Without color</p>	<p><b>sleepy</b></p> <p>Tired, without energy, wanting to rest</p>
<p><b>fierce</b></p> <p>Aggressive and intense</p>	<p><b>brave</b></p> <p>Having or showing great courage</p>
<p><b>black</b></p> <p>Darkest color, without light</p>	<p><b>busy</b></p> <p>Having much to do, using energy</p>
<p><b>smooth</b></p> <p>Without bumps or lumps</p>	<p><b>round</b></p> <p>Curved rather than square or angular</p>

3<sup>rd</sup> Grade The Y of It Game Board

Change y to i and Add Suffix	Y + Add the Suffix	Add -ing + y

The Y of It Word Cards

study	stay	happy	lucky
try	copy	gray	stay
sloppy	bury	monkey	puppy
army	supply	sky	party
library	rely	marry	theory
apply	boy	toy	employ
valley	delay	convey	pray
stay	relay	beauty	busy
mystery	luxury	fancy	envy

Consult 4 Kids Lesson Plans

mercy	ordinary	vary	apply
hurry	portray		

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Making Meaning and Charades
<b>Focus:</b>	Vocabulary (Making Meaning), Clarifying, and Spelling

**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?

What do you do to make spelling easier? What are some "rules" about spelling that you use? What are some of the spelling patterns that you know about?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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



## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

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

**Making Meaning:** Knowing what a word means is essential if you are going to use a word correctly. There are comedians who have made a living using words incorrectly. It is important that students understand and can describe what a word means. This will help students to use the word correctly.

### Making Meaning

#### Directions:

1. Divide students into pairs.
2. Give each pair a set of Making Meaning Cards.
3. Shuffle the cards and make a 5 card by 4 card grid, face down.
4. Player 1 turns 2 cards over and if they match (word and description of the word), then player keeps the two cards. If he/she takes cards from the game, those cards may be replaced by cards from the deck as long as they are still available.
5. Player 2 continues in the same way.
6. Game is over when all pairs are collected.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

**Clarifying:**

**Charades:** choose a student to act out one of the words from the material. When you say

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

## Consult 4 Kids Lesson Plans

<p>“Action”, the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling:</b> Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p><b>Q followed by U</b> When spelling a word with a “q”, remember that the letter “u” follows the “q”.</p> <p><b>Q-Tees</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs and give each pair a Q-Tee Word Bank and Q-Tee Word Cards.</li> <li>2. Place the Word Bank between the students.</li> <li>3. Player 1 draws a card and reads the phrase.</li> <li>4. Player 1 then selects a words from the Word Bank that is described by the Word Card.</li> <li>5. He/she then spells the word selected without looking.</li> <li>6. If he/she is correct, then he/she takes the card. If incorrect, the card goes into the discard pile.</li> <li>7. Player 2 repeats.</li> <li>8. Game is over when all of the cards are drawn.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

## Consult 4 Kids Lesson Plans

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

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

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Making Meaning Cards

angry	wanting to argue or fight	help	assist
join	fasten two things together	noise	sound, usually a loud or unpleasant one
only	not more than	backyard	a lawn or open area behind a house
cardboard	very thick, stiff paper	eardrum	a part inside the ear that moves as sound strikes it
footprint	a mark made by a foot or shoe	jellyfish	a sea animal with a jelly-like body

### Consult 4 Kids Lesson Plans

pinwheel	a toy wheel pinned to a stick that spins	sunburn	sore, red skin
supermarket	a large store that sells food	teaspoon	a small spoon for measuring
watchdog	a dog trained to guard	beautiful	pleasant to look at
clumsy	careless and awkward	delicate	finely made
difficult	not easy	frighten	make someone suddenly afraid

### Consult 4 Kids Lesson Plans

happy	feeling or showing pleasure or joy	lost	no longer have
smart	clever and quick-thinking	strange	different from the usual
strong	powerful or having great force	fold	bend over on itself
kind	friendly helpful, and generous	pack	put objects into a container
paint	make a picture or cover a surface	view	what you can see from a certain place

3<sup>rd</sup> Grade

Q-Tees Word Bank

earthquake	equal	equipment
liquid	quarter	question
quickly	quiet	quill
quit	quiz	racquet
request	sequel	queasy

Q-Tee Description Cards

Ask for information	Not make a lot of noise	Step working at a job
Teachers like to give this	Politely ask for something	Move fast
Worth 25¢	Items for a sport	Not a solid
A second movie	The pointy part of a porcupine	Used to play tennis
Have an upset stomach	Worth the same amount	Shakes the ground



## Consult 4 Kids Lesson Plans

<b>Component</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Plurals and DIGA
<b>Focus:</b>	Vocabulary (Homophones), Questioning and Spelling

### 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?

What do you know about homophones? Please give several examples of homophones. What strategies do you use to spell words correctly?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

### Vocabulary

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

### Homophones

Homophones are words that sound alike but are spelled differently and mean different things. An example of a homophone pair would be **carrot** and **Karat**. A carrot is an orange vegetable that rabbits like to eat. Karat is a way to measure the size of a precious jewel or measure how much gold is contained in an item.

### Homophone Challenge

#### Directions:

1. Divide students into pairs.
2. Give each pair a Homophone Challenge game board and a set of Homophone Challenge cards.
3. Shuffle the cards and place them by the game board.
4. Player 1 draws a card and reads the sentence.
5. Player 1 determines which homograph on the game board is described in the sentence and places a token on the word.
6. Player 2 repeats the process.
7. Game is over when all words are covered.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### 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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

<p>group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Spelling:</b> Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p><b>S or -es</b> To make a word plural add an "s" or "es" to the end of the word. Add "s" in words like lock, job, and dog. Add "es" if the plural s sound is heard in the last syllable. Example: fox to foxes</p> <p><b>Plurals</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Plurals Game Board and Word Cards.</li> <li>3. Shuffle the cards and place to the right of the game board.</li> <li>4. Player 1 draws a card and determines if the word needs an "s" or "es". He/she then moves his marker to the next space that has the appropriate plural ending.</li> <li>5. Player 2 continues with the play (2 people can be on the same space).</li> <li>6. Game is over when one Player reaches the finish line.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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

## Consult 4 Kids Lesson Plans

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

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

# Homophone Challenge

been	bin	blew	blue	buy	by
one	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; text-align: center;"> <h2>Homophone Challenge</h2> </div>				won
right					write
sea					see
their					there
two	too	wood	would	which	witch

## Homophone Challenge Cards

Was	A large covered container or box for storing things	Made air com out through the mouth	The color of the sky on a sunny day
Get something by paying money	Being next to something	A single thing	Opposite of the left
Ocean	To look at	Belong to them	A place
Very or also	Having a pair of something	The one or ones that	A person believed to be magic
Came in first in a race	Hard substance from trees	Past tense of "will"	Put down letters, words on a surface.

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Plurals Game Board

Start					
s	es	s	es	es	s
					s
es	es	s	es	s	s
s					
es	s	es	es	s	s
					es
es	s	es	s	s	es
Finish					

Consult 4 Kids Lesson Plans

S or -es Cards

sandwich	dot	truck	shoulder
tax	box	sack	mess
stash	rash	eyelash	crash
park	street	doctor	neighbor
paint	umbrella	cup	lash
friend	park	street	mechanic
loss	sister	duck	garden
dress	press	ranch	catch



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	What's In An Order
<b>Focus:</b>	Vocabulary (Anagrams), Questioning, and Spelling

**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?

What do you know about anagrams? (same letters different words—lemon and melon). What strategies do you use to spell words correctly?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**Paired Readings:** Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.

### Vocabulary

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

**Anagrams:** An anagram is a word or phrase formed by reordering the letters of another word or phrase, such as satin to stain. In Harry Potter, Lord Voldemort was an anagram for Tom Marvolo Riddle, the characters birth name. Today we are going to play a game in which your team will be given a set of letters to arrange into words to match the clues.

#### What's In An Order?

##### Directions:

1. Divide the group into two teams.
2. Give each team a set of letter cards.
3. Read the clue. For example a large animal related to a monkey but with no tail. The captain of the team who recognizes that the word is "ape" asks for letters "a", "p" and "e".
4. Students holding those letters arrange themselves in the correct order.
5. Team then receives a second clue, a small, round green vegetable that grows as a seed in a pod. Captain then arranges the word "ape" into the word "pea".
6. If the team gets both words, then the team gets 2 points. If the other team gets the second word correct because the first team's try for the second word was incorrect, the teams split the points and each get one point.
7. Play continues until all clues have been given.
8. Team with the most points 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).

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

<p><b>Activity</b></p> <p><b>Questioning:</b>  <b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, “I wonder what I would do if this happened to me?” For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	
<p><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling:</b>          Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p><b>Silent e + Suffix</b>          If a word ends in silent “e”, drop the “e” before adding a suffix that begins with a vowel. Suffixes that you will use in this activity are:          -able -age -ing</p> <p><b>Base +</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Base + Game Board and Base + cards.</li> <li>3. Shuffle the cards and place them to the right of the board.</li> <li>4. Player 1 draws a card and determines which suffix to add to the word to complete the sentence. Player spells the new word (remembering to drop the silent e) and places a token on the suffix used.</li> <li>5. Object of the game is to get 3 tokens in a row—vertically, horizontally, or diagonally.</li> <li>6. Player 2 continues to play in the same way.</li> <li>7. Player who gets four in a row first, wins.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

3<sup>rd</sup> Grade Anagrams  
Letter Cards

a	c	d	e
e	f	h	i
k	l	m	n
o	o	p	r
s	s	t	u
w	y	g	b

Anagram Clues

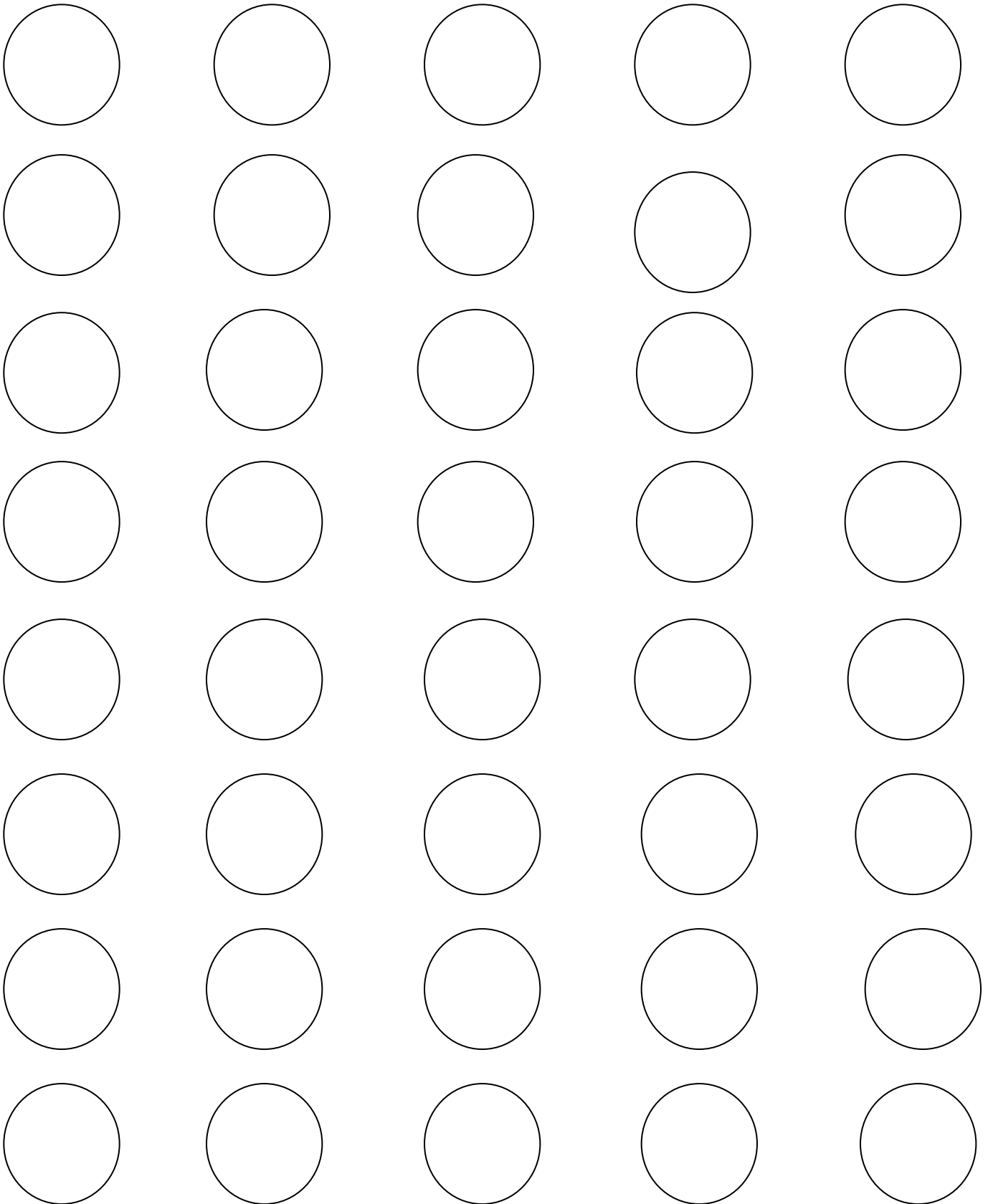
<ol style="list-style-type: none"> <li>1. A kind of worm or part of a ruler. (inch)</li> <li>2. This is part of your face. (chin)</li> </ol>	<ol style="list-style-type: none"> <li>1. A large body of saltwater. (ocean)</li> <li>2. A boat you move by paddling. (canoe)</li> </ol>
<ol style="list-style-type: none"> <li>1. Cantaloupe or honeydew is this kind of fruit. (melon)</li> <li>2. This fruit is sour. (lemon)</li> </ol>	<ol style="list-style-type: none"> <li>1. Coral makes this place where many kinds of fish live. (reef)</li> <li>2. Costs nothing. (free)</li> </ol>
<ol style="list-style-type: none"> <li>1. You can learn to swim in these places. (pools_)</li> <li>2. Thread comes on this. (spool)</li> </ol>	<ol style="list-style-type: none"> <li>1. These make food taste better. (salts)</li> <li>2. A thing that keeps going _____. (lasts)</li> </ol>
<ol style="list-style-type: none"> <li>1. Fasten a belt around this part of your body. (waist)</li> <li>2. If he hangs around, he _____. (waits)</li> </ol>	<ol style="list-style-type: none"> <li>1. A clock does this again and again. (ticks)</li> <li>2. Tape or glue will do this. (stick)</li> </ol>
<ol style="list-style-type: none"> <li>1. This animal moves very slowly. (snail)</li> <li>2. Use a hammer to put these in. (nails)</li> </ol>	<ol style="list-style-type: none"> <li>1. Do this before a test. (study)</li> <li>2. If something is this, it needs cleaning. (dusty)</li> </ol>

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>1. Past tense for the word go. (went)</li> <li>2. A salamander is a kind of this. (newt)</li> </ol>	<ol style="list-style-type: none"> <li>1. The "ing" form of the word "do". (doing)</li> <li>2. A type of do in Australia. (Dingo)</li> </ol>
<ol style="list-style-type: none"> <li>1. A grizzly is a type of this. (bear)</li> <li>2. When he took off his hat, his head was _____ (bare)</li> </ol>	<ol style="list-style-type: none"> <li>1. The baby horse is named this. (foal)</li> <li>2. Bread is purchased in this way. (loaf)</li> </ol>
<ol style="list-style-type: none"> <li>1. An animal similar to a sheep and can be called a "Billy". (goat)</li> <li>2. In Rome, men would wear this. (toga)</li> </ol>	<ol style="list-style-type: none"> <li>1. Bambi was one of these. (deer)</li> <li>2. A type of grass that grows along the banks of a lake. (reed)</li> </ol>
<ol style="list-style-type: none"> <li>1. A tiger and a lion are a type of this animal. (cat)</li> <li>2. A person who is in a TV show is someone who does this. (act)</li> </ol>	<ol style="list-style-type: none"> <li>1. A female deer is one of these. (doe)</li> <li>2. A long poem that tells a story is one of these. (ode)</li> </ol>
<ol style="list-style-type: none"> <li>1. This animal lives in the ocean and has flippers. (seal)</li> <li>2. When something at a store is sold at a special price. (sale)</li> </ol>	<ol style="list-style-type: none"> <li>1. An animal that barks and is a common pet. (dog)</li> <li>2. In religions, there is usually one of these. (God)</li> </ol>

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Base + Game Board





### Consult 4 Kids Lesson Plans

#### 3<sup>rd</sup> Grade Base + Cards

<p>John is _____ his money to buy a new car.</p> <p>safe + -able -age -ing</p>	<p>Barney is _____ under the bed.</p> <p>hide + -able, -age, -ing</p>	<p>Was the home _____ after the fire and flood?</p> <p>live + -able, -age, -ing</p>
<p>The kids are _____ the leaves in the yard.</p> <p>rake + -able, -age, -ing</p>	<p>The car was barely _____ after the accident.</p> <p>drive + -able, -age, -ing</p>	<p>Ginny is a _____ girl.</p> <p>like + -able, -age, -ing</p>
<p>The trainer is _____ the animal.</p> <p>tame + -able, -age, -ing</p>	<p>Recycling means _____ things more than one time.</p> <p>reuse + -able, -age, -ing</p>	<p>Is the disease _____?</p> <p>cure + -able, -age, -ing</p>
<p>Dad is _____ the cake for her birthday.</p> <p>bake + -able, -age, -ing</p>	<p>He is finally _____ his own shoes.</p> <p>lace + -able, -age, -ing</p>	<p>Is the treasure _____?</p> <p>value + -able, -age, -ing</p>
<p>The lettuce provides you with _____ in your diet.</p> <p>rough + -able, -age, -ing</p>	<p>What _____ did the doctor prescribe?</p> <p>dose + -able, -age, -ing</p>	<p>He's looking for his ancestors and tracing his _____.</p> <p>line + -able, -age, -ing</p>
<p>What was here _____ for the month?</p> <p>mile + -able, -age, -ing</p>	<p>He needs to put most of those items in _____.</p> <p>store + -able, -age, -ing</p>	<p>How much _____ did the website get?</p> <p>use + -able, -age, -ing</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Anagrams
<b>Focus:</b>	Vocabulary (Anagrams), Summarizing, and Spelling

**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?

What strategies do you use to help you spell words correctly?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

students to the next level.

### Fluency Activity of the Day

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

### Vocabulary

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

**Anagrams:** An anagram is a word or phrase formed by reordering the letters of another word or phrase, such as satin to stain. In Harry Potter, Lord Voldemort was an anagram for Tom Marvolo Riddle, the characters birth name. Today we are going to play a game in which your team will be given a set of letters to arrange into words to match the clues.

### What's In An Order?

#### Directions:

1. Divide the group into two teams.
2. Give each team a set of letter cards.
3. Read the clue. For example a large animal related to a monkey but with no tail. The captain of the team who recognizes that the word is "ape" asks for letters "a", "p" and "e".
4. Students holding those letters arrange themselves in the correct order.
5. Team then receives a second clue, a small, round green vegetable that grows as a seed in a pod. Captain then arranges the word "ape" into the word "pea".
6. If the team gets both words, then the team gets 2 points. If the other team gets the second word correct because the first team's try for the second word was incorrect, the teams split the points and each get one point
7. Play continues until all clues have been given.
8. Team with the most points 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).

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

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

## Consult 4 Kids Lesson Plans

<p><b>Activity</b></p> <p><b>Summarizing:</b>          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><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling:</b>          Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p><b>Silent e + Suffix</b>          If a word ends in silent “e”, drop the “e” before adding a suffix that begins with a vowel.          Suffixes that you will use in this activity are:          -able -age -ing</p> <p><b>Base +</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Base + Game Board and Base + cards.</li> <li>3. Shuffle the cards and place them to the right of the board.</li> <li>4. Player 1 draws a card and determines which suffix to add to the word to complete the sentence. Player spells the new word (remembering to drop the silent e) and places a token on the suffix used.</li> <li>5. Object of the game is to get 3 tokens in a row—vertically, horizontally, or diagonally.</li> <li>6. Player 2 continues to play in the same way.</li> <li>7. Player who gets four in a row first, wins.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

##### DIGA

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

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

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

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

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

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

3<sup>rd</sup> Grade Anagrams  
Letter Cards

a	c	d	e
e	f	h	i
k	l	m	n
o	o	p	r
s	s	t	u
w	y	g	b

Consult 4 Kids Lesson Plans

Anagram Clues

<ol style="list-style-type: none"> <li>1. A kind of worm or part of a ruler. (inch)</li> <li>2. This is part of your face. (chin)</li> </ol>	<ol style="list-style-type: none"> <li>1. A large body of saltwater. (ocean)</li> <li>2. A boat you move by paddling. (canoe)</li> </ol>
<ol style="list-style-type: none"> <li>1. Cantaloupe or honeydew is this kind of fruit. (melon)</li> <li>2. This fruit is sour. (lemon)</li> </ol>	<ol style="list-style-type: none"> <li>1. Coral makes this place where many kinds of fish live. (reef)</li> <li>2. Costs nothing. (free)</li> </ol>
<ol style="list-style-type: none"> <li>1. You can learn to swim in these places. (pools_)</li> <li>2. Thread comes on this. (spool)</li> </ol>	<ol style="list-style-type: none"> <li>1. These make food taste better. (salts)</li> <li>2. A thing that keeps going _____. (lasts)</li> </ol>
<ol style="list-style-type: none"> <li>1. Fasten a belt around this part of your body. (waist)</li> <li>2. If he hangs around, he _____. (waits)</li> </ol>	<ol style="list-style-type: none"> <li>1. A clock does this again and again. (ticks)</li> <li>2. Tape or glue will do this. (stick)</li> </ol>
<ol style="list-style-type: none"> <li>1. This animal moves very slowly. (snail)</li> <li>2. Use a hammer to put these in. (nails)</li> </ol>	<ol style="list-style-type: none"> <li>1. Do this before a test. (study)</li> <li>2. If something is this, it needs cleaning. (dusty)</li> </ol>

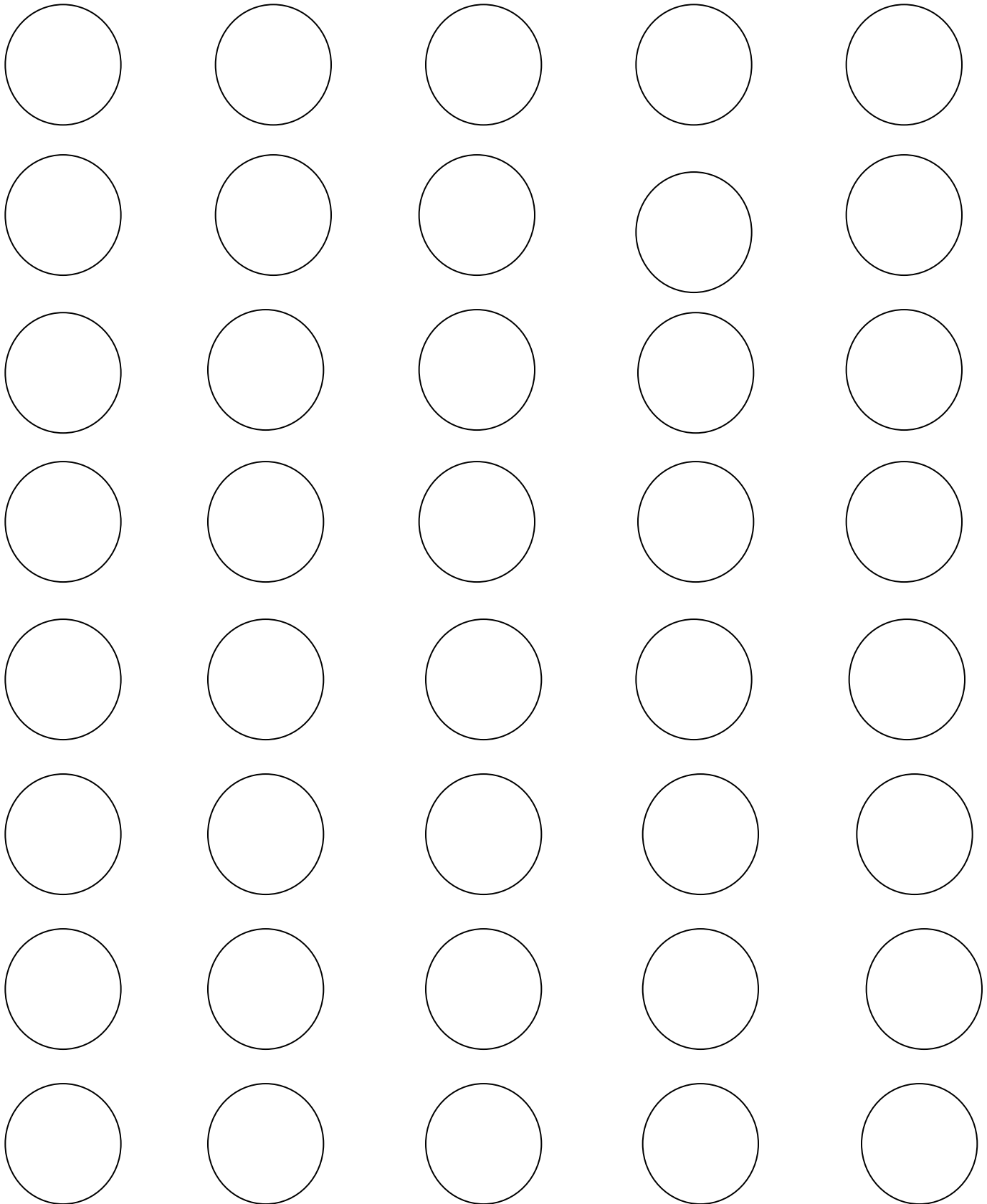
Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>1. Past tense for the word go. (went)</li> <li>2. A salamander is a kind of this. (newt)</li> </ol>	<ol style="list-style-type: none"> <li>1. The "ing" form of the word "do". (doing)</li> <li>2. A type of do in Australia. (Dingo)</li> </ol>
<ol style="list-style-type: none"> <li>1. A grizzly is a type of this. (bear)</li> <li>2. When he took off his hat, his head was _____ (bare)</li> </ol>	<ol style="list-style-type: none"> <li>1. The baby horse is named this. (foal)</li> <li>2. Bread is purchased in this way. (loaf)</li> </ol>
<ol style="list-style-type: none"> <li>1. An animal similar to a sheep and can be called a "Billy". (goat)</li> <li>2. In Rome, men would wear this. (toga)</li> </ol>	<ol style="list-style-type: none"> <li>1. Bambi was one of these. (deer)</li> <li>2. A type of grass that grows along the banks of a lake. (reed)</li> </ol>
<ol style="list-style-type: none"> <li>1. A tiger and a lion are a type of this animal. (cat)</li> <li>2. A person who is in a TV show is someone who does this. (act)</li> </ol>	<ol style="list-style-type: none"> <li>1. A female deer is one of these. (doe)</li> <li>2. A long poem that tells a story is one of these. (ode)</li> </ol>
<ol style="list-style-type: none"> <li>1. This animal lives in the ocean and has flippers. (seal)</li> <li>2. When something at a store is sold at a special price. (sale)</li> </ol>	<ol style="list-style-type: none"> <li>1. An animal that barks and is a common pet. (dog)</li> <li>2. In religions, there is usually one of these. (God)</li> </ol>



Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Base + Game Board



3<sup>rd</sup> Grade Base + Cards

### Consult 4 Kids Lesson Plans

<p>John is _____ his money to buy a new car.</p> <p>safe + -able -age -ing</p>	<p>Barney is _____ under the bed.</p> <p>hide + -able, -age, -ing</p>	<p>Was the home _____ after the fire and flood?</p> <p>live + -able, -age, -ing</p>
<p>The kids are _____ the leaves in the yard.</p> <p>rake + -able, -age, -ing</p>	<p>The car was barely _____ after the accident.</p> <p>drive + -able, -age, -ing</p>	<p>Ginny is a _____ girl.</p> <p>like + -able, -age, -ing</p>
<p>The trainer is _____ the animal.</p> <p>tame + -able, -age, -ing</p>	<p>Recycling means _____ things more than one time.</p> <p>reuse + -able, -age, -ing</p>	<p>Is the disease _____?</p> <p>cure + -able, -age, -ing</p>
<p>Dad is _____ the cake for her birthday.</p> <p>bake + -able, -age, -ing</p>	<p>He is finally _____ his own shoes.</p> <p>lace + -able, -age, -ing</p>	<p>Is the treasure _____?</p> <p>value + -able, -age, -ing</p>
<p>The lettuce provides you with _____ in your diet.</p> <p>rough + -able, -age, -ing</p>	<p>What _____ did the doctor prescribe?</p> <p>dose + -able, -age, -ing</p>	<p>He's looking for his ancestors and tracing his _____.</p> <p>line + -able, -age, -ing</p>
<p>What was here _____ for the month?</p> <p>mile + -able, -age, -ing</p>	<p>He needs to put most of those items in _____.</p> <p>store + -able, -age, -ing</p>	<p>How much _____ did the website get?</p> <p>use + -able, -age, -ing</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Homophone Challenge and Plurals
<b>Focus:</b>	Vocabulary (Homophones), Summarizing, and Spelling

**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?

What do you know about homophones? Please give several examples of homophones. What strategies do you use to spell words correctly?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
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Check with the school day to see if the textbook has these passages (most do)

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:

“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

### Vocabulary

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

#### Homophones

Homophones are words that sound alike but are spelled differently and mean different things. An example of a homophone pair would be **carrot** and **Karat**. A carrot is an orange vegetable that rabbits like to eat. Karat is a way to measure the size of a precious jewel or measure how much gold is contained in an item.

#### Homophone Challenge

##### Directions:

1. Divide students into pairs.
2. Give each pair a Homophone Challenge game board and a set of Homophone Challenge cards.
3. Shuffle the cards and place them by the game board.
4. Player 1 draws a card and reads the sentence.
5. Player 1 determines which homograph on the game board is described in the sentence and places a token on the word.
6. Player 2 repeats the process.
7. Game is over when all words are covered.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

### Activity

## Consult 4 Kids Lesson Plans

<p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Spelling:</b>          Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p><b>S or -es</b>          To make a word plural add an "s" or "es" to the end of the word. Add "s" in words like lock, job, and dog. Add "es" if the plural s sound is heard in the last syllable. Example: fox to foxes</p> <p><b>Plurals</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Plurals Game Board and Word Cards.</li> <li>3. Shuffle the cards and place to the right of the game board.</li> <li>4. Player 1 draws a card and determines if the word needs an "s" or "es". He/she then moves his marker to the next space that has the appropriate plural ending.</li> <li>5. Player 2 continues with the play (2 people can be on the same space).</li> <li>6. Game is over when one Player reaches the finish line.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul> <p style="text-align: center;"><b>Debrief</b></p> <p><b>LBNT</b>          Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

## Consult 4 Kids Lesson Plans

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

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

# Homophone Challenge

been	bin	blew	blue	buy	by
one	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; text-align: center;"> <h2>Homophone Challenge</h2> </div>				won
right					write
sea					see
their					there
two	too	wood	would	which	witch

## Homophone Challenge Cards

Was	A large covered container or box for storing things	Made air com out through the mouth	The color of the sky on a sunny day
Get something by paying money	Being next to something	A single thing	Opposite of the left
Ocean	To look at	Belong to them	A place
Very or also	Having a pair of something	The one or ones that	A person believed to be magic
Came in first in a race	Hard substance from trees	Past tense of "will"	Put down letters, words on a surface.



Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Plurals Game Board

<b>Start</b>						
s	es	s	es	es	s	
						s
es	es	s	es	s	s	
s						
es	s	es	es	s	s	
						es
es	s	es	s	s	es	
<b>Finish</b>						

Consult 4 Kids Lesson Plans

S or -es Cards

sandwich	dot	truck	shoulder
tax	box	sack	mess
stash	rash	eyelash	crash
park	street	doctor	neighbor
paint	umbrella	cup	lash
friend	park	street	mechanic
loss	sister	duck	garden
dress	press	ranch	catch

## Consult 4 Kids Lesson Plans

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

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- 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

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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**

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> <li><b>Making Meaning</b></li> <li><b>Anagrams</b></li> <li><b>Similes</b></li> <li><b>Homophones</b></li> <li><b>Antonyms</b></li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Today is a day of review. Have students select from one of the previously done spelling</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>

## Consult 4 Kids Lesson Plans

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Closing
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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