

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Spelling Patterns and Homographs
Focus:	Vocabulary(Homographs), Predicting, and Spelling Patterns

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 do you know about homographs? What does the ending to the word “graphs” make you think of? Does this help with the meaning of the word?

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

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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

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

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

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<p>students to the next level.</p> <p>Fluency Activity of the Day</p> <p>Fluency Test—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Homographs</p> <p>Homographs are words that sound the same but are spelled differently and have different meanings. An example of a homograph pair would be two and too. In the sentence, "I have a brother who is too years old", the word too is incorrect. The age of my brother needs to be the number word "two". The correct way to write that sentence is, "I have a brother who is two years old." Write several sentences on the board using the incorrect homograph and discuss each.</p> <p>Homographs: Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Homograph Sentence Card and white boards. 3. Working together, pair reads each sentence and looks at the underlined word. 4. This word is one of a pair of homographs that is incorrectly used. 5. Pair rewrites the sentence correctly, using the correct homograph spelling. 6. When pair is finished, work with another pair and share the corrections that they have made. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Predicting</p> <p>Find the Evidence: On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Spelling Patterns</p> <p>We will spend the next 11 days looking at spelling patterns to help 3rd graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> • q followed by u • silent e followed by a suffix • y + a suffix • plural –s or –es • ei or ie <p>Review several examples of each of the patterns with students. Focus on the followed by the qu pattern today.</p> <p>Q-ties</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days). 3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the qu pattern. (At the end of 11 days, the pair will be on a team for a spelling bee). 4. Pair should read the word, one at a time, and then spell it out with the letter cards. 5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board. 6. Practice time is over when the pair feels confident with the words. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>

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Reflection (Confirm, Tweak, Aha!)

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

3rd Grade Homographs

Homographs

We get a weakly newspaper.

I am going to get my shoes on sail.

The be flew from flower to flower gathering nectar.

He got on the scale so he could find out his wait.

He was not scene at the mall.

John could not here his mother.

We saw the polar bare at the zoo.

Julie is ate years old.

The cake had 2 cups of flower in it.

He held a pear of scissors in his left hand.

The son is visible during daylight hours.

The monkey used his tale when he was swinging in the jungle.

There is a would nearby the creek.

When I see my friend I call out, "High".

The wholes in the ground are dangerous.

He had only one sent to his name. He was broke!

Please put the book over their.

She had a 10 carrot diamond.

Have you read the story about the Tortoise and the Hair?

Meg started the letter, Deer Mom.

3rd Grade qu words

Word Bank of Words with qu		
earthquake	quit	quiet
equal	question	quiz
quick	quarter	quack
quill	liquid	quip

Bonus Words

racquet	equipment	request
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Plurals, ei or ie
Focus:	Vocabulary (Content Words), Predicting, Spelling Patterns ei, ie

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 content words? Please give several examples of words that are used in science; history/social studies; mathematics. 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:

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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

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.

Content Words

Content refers to words that are particularly used in science, math, and social studies. These three subjects, along with reading, form the four core subjects. Knowing what these content words mean and how to use them is important. Brainstorm with students words that are used primarily in math, science, or social studies.

Content Words

Directions:

1. Divide students into pairs.
2. Give each pair a Word Card, a Game Board, and white boards.
3. Working together, students read the words and decide whether or not these words are math, science, or social studies words.
4. Once the words have been categorized, students work together to write sentences with 9 of the words, three from each category.

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

Three Words: share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to

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>mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Spelling Patterns</p> <p>We will spend the next 11 days looking at spelling patterns to help 3rd graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> • q followed by u • silent e followed by a suffix • y + a suffix • plural –s or –es • ei or ie <p>Review several examples of each of the patterns with students. Focus on the followed by the ei or ie pattern today.</p> <p>Plural ei or ie</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days). 3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the ei or ie pattern. (At the end of 11 days, the pair will be on a team for a spelling bee). 4. Pair should read the word, one at a time, and then spell it out with the letter cards. 5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board. 6. Practice time is over when the pair feels confident with the words. 	<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.
- 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!)

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3rd Grade Content Words

Science	Math	Social Studies

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3rd Grade Content Word Card

shape	fraction	sum	twelve
difference	product	column	cost
decimal	dozen	meter	yard
geometry	data	atmosphere	hurricane
investigate	hypothesis	experiment	thermometer
magnet	environment	observe	planet
pollution	matter	habitat	organism
mountain	desert	historical	geography
legend	coast	explorer	diplomacy
citizenship	migration	artifact	government
dependence	laws	poles	numeral

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3rd Grade ei or ie words

Word Bank of Words with ei or ie		
ceiling	relieve	yield
niece	receive	receipt
shield	field	chief
neighbor	beige	veins

Bonus Words

weight	reign	believe
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a	a	b	c	c	d
e	e	e	f	g	g
h	h	i	i	k	l
l	m	n	n	o	p
p	q	r	r	s	s
s	t	t	u	v	w
x	y	z			

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Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Compound Words and Predicting
Focus:	Vocabulary (Compound Words), Predicting and Spelling Pattern y + a suffix

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 compound words? Is the word sunshine an example of a compound word? Is the word sunny?

How do you know the difference? 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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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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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

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.

Compound Words

A compound word is a word that is made up of two separate words. When the words are put together they create a unique meaning.

Examples of compound words include blackboard, seashell, and homerun.

Compound Words

Directions:

1. Divide students into pairs.
2. Give each pair a set of word cards, a game board, and a white board for each player.
3. Shuffle the cards and put them between the players.
4. Player 1 draws a card and selects the word on the game board that can be combined with the word card to create a compound word.
5. Player places a token on the word on the game board that has been used and writes the word on his/her white board.
6. Player 2 repeats the process.
7. Game is over when all spaces 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

Predicting

One-Minute Predictions: Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title,

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>front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Spelling Patterns</p> <p>We will spend the next 11 days looking at spelling patterns to help 3rd graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> • q followed by u • silent e followed by a suffix • y + a suffix • plural –s or –es • ei or ie <p>Review several examples of each of the patterns with students. Focus on the followed by the y + suffix pattern today.</p> <p>y + suffix</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days). 3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the y + suffix pattern. (At the end of 11 days, the pair will be on a team for a spelling bee). 4. Pair should read the word, one at a time, and then spell it out with the letter cards. 5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board. 6. Practice time is over when the pair feels confident with the words. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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Reflection (Confirm, Tweak, Aha!)

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

3rd Grade Compound Words

class	top	corn	sea	water	book
side	<div data-bbox="462 672 1133 913" style="background-color: #d8bfd8; border: 1px solid black; padding: 20px; text-align: center;"> <h2>Compound Words</h2> </div>				home
base					finger
pour					mark
fall					time
fish					foot

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room	tree	pop	shell
melon	note	walk	run
ball	nail	down	book
water	night	star	print
super	burn	no	spoon

3rd Grade y + suffix words

Word Bank of Words with y + suffix		
happy = happily	stay = stayed	study = studying
lucky = luckily	gray = graying	bury = buried
try = trying	lazy = lazily	try = tried
fly = flies	display = displaying	fry = frying

Bonus Words

families	denies	shied
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grades
Lesson Title:	Compound Words and Fluency
Focus:	Vocabulary (Compound Words), Clarifying, and Spelling Patterns y + suffix

<p>Materials:</p> <p>Activity at end of lesson plan</p> <p>White boards and pens and/or crayons</p>
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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 similes? What strategies do you utilize to help you spell words correctly?

Content (the "Meat")

<p>Fluency</p> <p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p>Repeated Reading Process</p> <ol style="list-style-type: none"> 1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text. 2. Have students read for 1 minute and count the number of words read in the minute. 3. Record the number of words read on a chart. 4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan. 5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded. 6. Celebrate success. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>Repeated Reading passages can be found at: www.readinga-z.com (This is a subscription fee site). Check with the school day to see if the textbook has these passages (most do). Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).</p>
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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

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.

Compound Words

A compound word is a word that is made up of two separate words. When the words are put together they create a unique meaning.

Examples of compound words include blackboard, seashell, and homerun.

Compound Words

Directions:

1. Divide students into pairs.
2. Give each pair a set of word cards, a game board, and a white board for each player.
3. Shuffle the cards and put them between the players.
4. Player 1 draws a card and selects the word on the game board that can be combined with the word card to create a compound word.
5. Player places a token on the word on the game board that has been used and writes the word on his/her white board.
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7. Game is over when all spaces 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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Activity

Clarifying:

Individual Show-Off: Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip.

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>Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Spelling Patterns</p> <p>We will spend the next 11 days looking at spelling patterns to help 3rd graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> • q followed by u • silent e followed by a suffix • y + a suffix • plural –s or –es • ei or ie <p>Review several examples of each of the patterns with students. Focus on the followed by the y + suffix pattern today.</p> <p>y + suffix</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days). 3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the y + suffix pattern. (At the end of 11 days, the pair will be on a team for a spelling bee). 4. Pair should read the word, one at a time, and then spell it out with the letter cards. 5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board. 6. Practice time is over when the pair feels confident with the words. 	<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!)

3rd Grade Compound Words

class	top	corn	sea	water	book
side	<div data-bbox="462 674 1133 915" style="border: 1px solid black; background-color: #d8bfd8; padding: 20px; display: inline-block;"> Compound Words </div>				home
base					finger
pour					mark
fall					time
fish					foot

Consult 4 Kids Lesson Plans

room	tree	pop	shell
melon	note	walk	run
ball	nail	down	book
water	night	star	print
super	burn	no	spoon

3rd Grade y + suffix words

Word Bank of Words with y + suffix		
happy = happily	stay = stayed	study = studying
lucky = luckily	gray = graying	bury = buried
try = trying	lazy = lazily	try = tried
fly = flies	display = displaying	fry = frying

Bonus Words

families	denies	shied
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Content Words and Clarifying
Focus:	Vocabulary (Content Words), Clarifying, and Spelling Patterns, ei, ie

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 content words? There are four core academic areas: mathematics, science, history/social studies, and English Language Arts. Please name words that are in each category. 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 (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

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

Vocabulary

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

Content Words

Content refers to words that are particularly used in science, math, and social studies. These three subjects, along with reading, form the four core subjects. Knowing what these content words mean and how to use them is important. Brainstorm with students words that are used primarily in math, science, or social studies.

Content Words

Directions:

1. Divide students into pairs.
2. Give each pair a Word Card, a Game Board, and white boards.
3. Working together, students read the words and decide whether or not these words are math, science, or social studies words and write them on the game board.
4. Once the words have been categorized, students work together to write sentences with 9 of the words, three from each category.

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:

Silly Questions: Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or

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>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;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Spelling Patterns We will spend the next 11 days looking at spelling patterns to help 3rd graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> • q followed by u • silent e followed by a suffix • y + a suffix • plural -s or -es • ei or ie <p>Review several examples of each of the patterns with students. Focus on the followed by the ei or ie pattern today.</p> <p>Plural ei or ie <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days). 3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the ei or ie pattern. (At the end of 11 days, the pair will be on a team for a spelling bee). 4. Pair should read the word, one at a time, and then spell it out with the letter cards. 5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board. 6. Practice time is over when the pair feels confident with the words. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade Content Words

Science	Math	Social Studies

Consult 4 Kids Lesson Plans

3rd Grade Content Word Card

shape	fraction	sum	twelve
difference	product	column	cost
decimal	dozen	meter	yard
geometry	data	atmosphere	hurricane
investigate	hypothesis	experiment	thermometer
magnet	environment	observe	planet
pollution	matter	habitat	organism
mountain	desert	historical	geography
legend	coast	explorer	diplomacy
citizenship	migration	artifact	government
dependence	laws	poles	numeral

3rd Grade ei or ie words

Word Bank of Words with ei or ie		
ceiling	relieve	yield
niece	receive	receipt
shield	field	chief
neighbor	beige	veins

Bonus Words

weight	reign	believe
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	QTees and Charades
Focus:	Vocabulary (Homographs), Clarifying, and Spelling Patterns

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 do you know about homographs? List several words that are examples of homographs. Use them in a sentence.

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.

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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

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.

Homographs

Homographs are words that sound the same but are spelled differently and have different meanings. An example of a homograph pair would be two and too. In the sentence, "I have a brother who is too years old", the word too is incorrect. The age of my brother needs to be the number word "two". The correct way to write that sentence is, "I have a brother who is two years old." Write several sentences on the board using the incorrect homograph and discuss each.

Homographs:

Directions:

1. Divide students into pairs.
2. Give each pair a Homograph Sentence Card and white boards.
3. Working together, pair reads each sentence and looks at the underlined word.
4. This word is one of a pair of homographs that is incorrectly used.
5. Pair rewrites the sentence correctly, using the correct homograph spelling.
6. When pair is finished, work with another pair and share the corrections that they have made.

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.

Activity

Clarifying:

Consult 4 Kids Lesson Plans

<p>Charades: choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Spelling Patterns</p> <p>We will spend the next 11 days looking at spelling patterns to help 3rd graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> • q followed by u • silent e followed by a suffix • y + a suffix • plural -s or -es • ei or ie <p>Review several examples of each of the patterns with students. Focus on the followed by the qu pattern today.</p> <p>Q-ties</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days). 3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the qu pattern. (At the end of 11 days, the pair will be on a team for a spelling bee). 4. Pair should read the word, one at a time, and then spell it out with the letter cards. 5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board. 6. Practice time is over when the pair feels confident with the words. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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

3rd Grade Homographs

Homographs

We get a weakly newspaper.

I am going to get my shoes on sail.

The be flew from flower to flower gathering nectar.

He got on the scale so he could find out his wait.

He was not scene at the mall.

John could not here his mother.

We saw the polar bare at the zoo.

Julie is ate years old.

The cake had 2 cups of flower in it.

He held a pear of scissors in his left hand.

The son is visible during daylight hours.

The monkey used his tale when he was swinging in the jungle.

There is a would nearby the creek.

When I see my friend I call out, "High".

The wholes in the ground are dangerous.

He had only one sent to his name. He was broke!

Please put the book over their.

She had a 10 carrot diamond.

Have you read the story about the Tortoise and the Hair?

Meg started the letter, Deer Mom.

3rd Grade qu words

Word Bank of Words with qu		
earthquake	quit	quiet
equal	question	quiz
quick	quarter	quack
quill	liquid	quip

Bonus Words

racquet	equipment	request
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Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Questioning and Syllables
Focus:	Vocabulary (Syllables), Questioning and Spelling Patterns or es

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 dividing words into syllable? Please give several examples of words with more than two syllables. 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 (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.

Syllables

A syllable is a segment of a word. Words have at least one syllable. Words with one syllable are dog, cat, horse, and fun. Words can also have 2 syllables. Two syllable words include: jumping, lady, money, and little. Words can also have 3 or more syllables. Multi-syllable words include: testify, thermometer, elephant, and rhinoceros. Review several words with students.

Syllables

Directions:

1. Divide students into pairs.
2. Give each pair a Syllable Word Card and Game Board.
3. Working together, students read each word and determines how many syllables there are in each word and then placing the word card on the game board in the correct column.
4. Game is over when all words have been placed in the correct column.

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 group then finds another group and trades questions. Students answer the other team's

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>questions, going back and forth.</p> <p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Spelling Patterns</p> <p>We will spend the next 11 days looking at spelling patterns to help 3rd graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> • q followed by u • silent e followed by a suffix • y + a suffix • plural –s or –es • ei or ie <p>Review several examples of each of the patterns with students. Focus on the followed by the plural –s or -es pattern today.</p> <p>Plural –s or -es</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days). 3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the plural –s or -es pattern. (At the end of 11 days, the pair will be on a team for a spelling bee). 4. Pair should read the word, one at a time, and then spell it out with the letter cards. 5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board. <p>Practice time is over when the pair feels confident with the words.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing

Review

Say:

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

Consult 4 Kids Lesson Plans

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade Syllables

1 syllable	2 syllables	3 syllables	4 syllables

Consult 4 Kids Lesson Plans

Syllable Cards

pillow	foggy	kitten	curtain
hammer	carpet	monkey	doctor
number	pillow	pencil	joy
come	friend	last	more
glass	laugh	slice	fresh
bus	rash	dividend	victory
beginning	nobody	relative	adventure
energy	library	motivate	animal
enjoying	caterpillar	ordinary	community
participate	responsible	multiplication	circulation
anybody	scientific	particular	horizontal

Consult 4 Kids Lesson Plans

3rd Grade plural -s or -es

Word Bank of Words with plural -s or -es		
dot = dots	sandwich = sandwiches	truck = trucks
church = churches	sack = sacks	mess = messes
tax = taxes	girl = girls	eyelash = eyelashes
board = boards	farm = farms	crash = crashes

Bonus Words

dresses	boxes	shadows
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Silent E and I Wonder
Focus:	Vocabulary (Synonyms and Antonyms), Questioning, and Spelling Patterns

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 do you know about synonyms? Give several examples of synonyms. What do you know about antonyms? Give several examples of antonyms. 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 spelling patterns? What do you know about the spelling pattern that occurs when a word ends in a silent e? What happens when you add a suffix to this type of word?

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 (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

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.

Synonyms and Antonyms

Synonyms are words that mean the same or nearly the same thing. Antonyms are words that mean the opposite. Have students practice several examples of both synonyms and antonyms.

Antonym or Synonym?

Directions:

1. Divide students into pairs.
2. Give each pair a set of Antonym or Synonym Cards and a Game Board.
3. Shuffle the cards and place the cards and the game board between the players.
4. Player 1 draws a card and decides if the pair of cards represents Antonyms or Synonyms and places the card in the proper column.
5. Player 2 continues in the same way.
6. Game is over when all cards have been drawn.

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:

I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare?

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>I wonder how I would feel if the hare was making fun of me? I wonder....</p> <p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Spelling Patterns</p> <p>We will spend the next 11 days looking at spelling patterns to help 3rd graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> • q followed by u • silent e followed by a suffix • y + a suffix • plural –s or –es • ei or ie <p>Review several examples of each of the patterns with students. Focus on the followed by the silent e + suffix pattern today.</p> <p>Silent e + suffix</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days). 3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the silent e + suffix pattern. (At the end of 11 days, the pair will be on a team for a spelling bee). 4. Pair should read the word, one at a time, and then spell it out with the letter cards. 5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board. 6. Practice time is over when the pair feels confident with the words. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>3-2-1</p> <ul style="list-style-type: none"> • Share 3 things you like about today's lesson. • Share 2 questions you have that were not answered. • Share 1 thing that you will use tomorrow that you practiced today.

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

3rd Grade Synonyms and Antonyms

outrage—anger	huge—tiny	brazen—shameless
beautiful—gorgeous	restrain—release	teach—learn
safe—dangerous	return—borrow	sure—uncertain
tall—short	kind—mean	criticize—admire
separate—combine	frugal—flamboyant	private—public
large—gargantuan	scold—reprimand	average—mediocre
car—auto	argument—quarrel	ugly—homely
free—liberated	hue—color	coarse—rough
student—pupil	rare—common	friends—enemies

Game Board

Antonyms	Synonyms

Consult 4 Kids Lesson Plans

3rd Grade silent e + suffix words

Word Bank of Words with silent e + suffix		
save = saving	hide = hiding	live = living
like = likable	reuse = reusable	value = valuable
rage = raging	tame = taming	lace = lacing
drive = drivable	mope = moping	pave = paving

Bonus Words

mining	coming	usable
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Syllables and Plural Patterns
Focus:	Vocabulary (Syllables), Summarizing, and Spelling Patterns s or es

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 dividing words into syllables? Please give several examples of one and two syllable words.

What strategies do you use to spell words correctly? When do you add /s/ and when do you add /es/?

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 (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

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.

Syllables

A syllable is a segment of a word. Words have at least one syllable. Words with one syllable are dog, cat, horse, and fun. Words can also have 2 syllables. Two syllable words include: jumping, lady, money, and little. Words can also have 3 or more syllables. Multi-syllable words include: testify, thermometer, elephant, and rhinoceros. Review several words with students.

Syllables

Directions:

1. Divide students into pairs.
2. Give each pair a Syllable Word Card and Game Board.
3. Working together, students read each word and determines how many syllable there are in each word and then placing the word card on the game board in the correct column.
4. Game is over when all words have been placed in the correct column.

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.

Activity

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<p>Summarizing: Somebody/Wanted? But? So: This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1st Square: somebody (Identify the character), 2nd Square: Wanted (Describe the character's goal), 3rd Square: But (Describe the conflict or the problem), 4th Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Spelling Patterns We will spend the next 11 days looking at spelling patterns to help 3rd graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> • q followed by u • silent e followed by a suffix • y + a suffix • plural -s or -es • ei or ie <p>Review several examples of each of the patterns with students. Focus on the followed by the plural -s or -es pattern today.</p> <p>Plural -s or -es <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days). 3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the plural -s or -es pattern. (At the end of 11 days, the pair will be on a team for a spelling bee). 4. Pair should read the word, one at a time, and then spell it out with the letter cards. 5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board. 6. Practice time is over when the pair feels confident with the words. 	<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!)

Consult 4 Kids Lesson Plans

3rd Grade Syllables

1 syllable	2 syllables	3 syllables	4 syllables

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Syllable Cards

pillow	foggy	kitten	curtain
hammer	carpet	monkey	doctor
number	pillow	pencil	joy
come	friend	last	more
glass	laugh	slice	fresh
bus	rash	dividend	victory
beginning	nobody	relative	adventure
energy	library	motivate	animal
enjoying	caterpillar	ordinary	community
participate	responsible	multiplication	circulation
anybody	scientific	particular	horizontal

Consult 4 Kids Lesson Plans

3rd Grade plural -s or -es

Word Bank of Words with plural -s or -es		
dot = dots	sandwich = sandwiches	truck = trucks
church = churches	sack = sacks	mess = messes
tax = taxes	girl = girls	eyelash = eyelashes
board = boards	farm = farms	crash = crashes

Bonus Words

dresses	boxes	shadows
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Base Plus
Focus:	Vocabulary (Synonyms and Antonyms), Summarizing, and Spelling Pattern

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

List several word pairs that are synonyms and antonyms. Then list multiple synonyms and antonyms for each of the words in the pair. 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.

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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

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.

Spelling Patterns

We will spend the next 11 days looking at spelling patterns to help 3rd graders become more proficient spellers. We will look at the following patterns:

- q followed by u
- silent e followed by a suffix
- y + a suffix
- plural -s or -es
- ei or ie

Review several examples of each of the patterns with students. Focus on the followed by the silent e + suffix pattern today.

Silent e + suffix

Directions:

1. Divide students into pairs.
2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days).
3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the silent e + suffix pattern. (At the end of 11 days, the pair will be on a team for a spelling bee).
4. Pair should read the word, one at a time, and then spell it out with the letter cards.
5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board.
6. Practice time is over when the pair feels confident with the words.

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 understanding. Ask open-

Consult 4 Kids Lesson Plans

<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;">Activity</p> <p>Summarizing: 10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Spelling: 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>Silent e + Suffix 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>Base +</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Base + Game Board and Base + cards. 3. Shuffle the cards and place them to the right of the board. 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. 5. Object of the game is to get 3 tokens in a row—vertically, horizontally, or diagonally. 6. Player 2 continues to play in the same way. 7. Player who gets four in a row first, wins. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade Synonyms and Antonyms

outrage—anger	huge—tiny	brazen—shameless
beautiful—gorgeous	restrain—release	teach—learn
safe—dangerous	return—borrow	sure—uncertain
tall—short	kind—mean	criticize—admire
separate—combine	frugal—flamboyant	private—public
large—gargantuan	scold—reprimand	average—mediocre
car—auto	argument—quarrel	ugly—homely
free—liberated	hue—color	coarse—rough
student—pupil	rare—common	friends—enemies

Game Board

Antonyms	Synonyms

Consult 4 Kids Lesson Plans

3rd Grade silent e + suffix words

Word Bank of Words with silent e + suffix		
save = saving	hide = hiding	live = living
like = likable	reuse = reusable	value = valuable
rage = raging	tame = taming	lace = lacing
drive = drivable	mope = moping	pave = paving

Bonus Words

mining	coming	usable
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Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p>Fluency Activity of the Day</p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <p>Homographs Antonyms and Synonyms Compound Word Syllables Content Words</p>	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Q and S</p> <p>Question and Connection #2: Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, “Did you know...?” and then adds a piece of information that he/she has learned from the reading. The second student responds either “yes” or “no”, and then asks, “Did you know...?” this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p>	<p>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</p>

Consult 4 Kids Lesson Plans

<p>Spelling Bee Today you will have a spelling bee with the children.</p> <ol style="list-style-type: none"> 1. Divide them into two teams. 2. Give each of the teams a white board. 3. Roll the dice to see which team will go first. 4. Give the team a word, allow the team to huddle up and determine how to spell the word. (Give them about 45 seconds). 5. Then one team members (different each time) spells out the word from the white board. 6. Go back and forth between the two teams. 7. Team get 1 point for each word spelled correctly. 8. Game is over when all of the words have been spelled. 	<p>understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>LBNT Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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