

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Titles
Focus:	Vocabulary(Word Meaning), Predicting, and Capitalization

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

In English many times a word will have more than one meaning. Give several examples of words that have more than one meaning and talk about each of those meanings? Why is it important to understand that English words can have more than one meaning? There are rules around capitalization. What are some of those rules? Give examples of words that you capitalize beyond the first word of the sentence.

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).

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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

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.

Vocabulary

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

Word Meaning

To understand if students really understand the meaning of words, it is important for them to demonstrate that understanding. Verbs are words that require action. In this activity, students will be asked to demonstrate the understanding each has of a variety of words.

Warm students up by having them demonstrate the following as a large group:

- laugh
- cry
- giggle
- jump
- wiggle
- look surprised
- look strong

Charades

Directions:

1. Divide students into groups of 3 or 4.
2. Give each group a set of Charade cards.
3. One at a time each student draws a card and demonstrates the action identified on the card. The other students in the group guess what they are seeing.
4. Game continues until all of the cards have been acted out and guessed.

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

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>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 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>Capitalization</p> <p>There are rules around what words need to be capitalized. We all know that we capitalize the first word of a sentence, the word I, and our names. Ask the children to share other words that are capitalized. Make a list on the board.</p> <p>One of the rules around capitalization has to do with the capitalization of the names or titles of movies, books, songs, poems, and plays. The first word of a title is always capitalized. Words like a, to, and, of, and the (if they are not the first word) are not capitalized within a title, but all other words are. So if the TV show title is The Big Bang Theory, all of the words would be capitalized because "the" is the first word. However, in the title, Mary Had a Little Lamb, the word "a" is not capitalized because it is within the title.</p> <p>Ask children to share other titles with you. Write them on the board or chart paper and discuss what words are capitalized.</p> <p>Titles:</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a white board and a deck of Title Cards. 3. Shuffle the cards and place them between the students 4. Player 1 draws a card and writes the title (written in all lower case letters) on the white board, capitalizing the correct words. 5. Game is over when all cards have been drawn and titles capitalized. 6. If there is time, ask students to write 3 titles of their own. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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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!)

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3rd Grade Word Meaning Charade Cards

nod your head	flick your wrist	jump three times
hop on your left foot	grin like a pumpkin	blink your eyes rapidly
pinch yourself (easy does it)	limp because your foot hurts	shuffle your feet
look like you are angry	look like you are surprised	look like you are excited
lean to your left	bend your knees	wiggle your entire body
stare at the others	pretend you are howling	collapse because you are tired
curl your fingers into a fist	take a drink of water	open a soda can
make a funny face	point to the ground	clap your hands
nod your head	place your hands on your hips	bow from the waist

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3rd Grade Capitalizing Titles

rudolf the red-nosed reindeer	the three little pigs	cinderella
snow white and the seven dwarfs	the wizards of waverly place	the itsy bitsy spider
jingle bells	harry potter and the sorcerer's stone	law and order
my country 'tis of thee	star spangled banner	twinkle, twinkle little star
row, row, row your boat	tangled	toy story 2
the incredibles	sesame street	don't laugh at me
hunger games	judy bloom	beezus and Ramona
the diary of a wimpy kid	sleeping beauty	the hardy boys
the three musketeers	how much is the doggie in the window?	little boy blue

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Word Play
Focus:	Vocabulary (Word Play), Predicting, Abbreviations

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 words can you make out of the letters: c, r, e, a, d, f, h, s, and r? This is a form of word play. Why is it important that you can manipulate letters to make a variety of words? What is an abbreviation? What is the abbreviation for Friday?

What is the abbreviation for the month November?

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).

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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

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.

Word Play

There are only 26 letters in the alphabet. It is the order that those letters are combined in that creates over 500,000 English words. For example, the letters e, a, and t can combine to form eat, ate, or tea. Knowing how these letters can be combined in a variety of ways strengthens a person's vocabulary.

Word Play

Directions:

1. Divide students into pairs.
2. Give each pair a set of alphabet cards.
3. Shuffle the cards and place 25 of the cards in a 5 x 5 grid, face down.
4. Once the letters have been laid out, turn the letters face up.
5. Without moving the letters around, each player makes as many words as possible.
6. In order to combine letters they must be touching one another vertically, horizontally or diagonally:

Example:

b	r	e	s	y
a	t	v	t	o
l	m	n	a	h
s	j	a	r	l
o	e	s	m	p

In the grid above a player could **make bar, bat, bam, ram, ram, van, tan, hat, hot, toy,** and so on. However, looking at the bottom row (e, s, m) and the letter a above the s, can not make the word same, because while the s touches all of the letters, you can not touch the letters in the order that the word is spelled.

Once students have written as many words as they can, they share their list and repeat the activity, rearranging the letters in the same manner as before.

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

During the lesson check in with students repeatedly.

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

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<p>words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Predicting</p> <p>Three Words: share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. 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>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>Abbreviations</p> <p>An abbreviation is a shortened way to write a longer word. An abbreviation is usually agreed upon. When you see an abbreviation you know to say the whole word. You identify that an abbreviation is complete when you put a period (.) after the abbreviation. If the abbreviation is at the end of a sentence you would not put a second period, the period for the abbreviation is enough.</p> <p>Review several abbreviations with the students (days of the week, months of the year, names of states, titles and others.)</p> <p>Abbreviations</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of Abbreviations cards. 3. Shuffle the cards and place them in a 5 by 5 grid between the pair face down. 4. Player 1 turns over two cards, looking for a word-abbreviation match. If the cards match, Player takes the cards. If the cards do not match, the card are returned to the grid face down. (Play the game like Concentration/Memory). 5. Player 2 continues the play. 6. Game is over when all cards have been taken by the players. <p>If cards are picked up other card (as long as there are cards in the deck) replace cards that are taken.</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?

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 Word Play Cards

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

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3rd Grade Abbreviations

Mister	Mr.	Avenue	Ave.	Senior
Sr.	yard	yd.	Mistress	Mrs.
Doctor	Dr.	Junior	Jr.	mile
mi.	Street	St.	Captain	Capt.
feet	ft.	Saint	St.	Lane

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Ln.	Sergeant	Srg.	inch	in.
mountain	mt.	Boulevard	Blvd.	December
Dec.	Tuesday	Tues.	Monday	Mon.
October	Oct.	Detective	Det.	Highway
Hwy.	Court	Ct.	Road	Rd.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Short Form
Focus:	Vocabulary (Short Form), Predicting and Colons

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 think of when I say, "short form"? Can you give an example of the short form of gasoline? Can you give an example of the short form of submarine? Why do you think short forms catch on with people? What is a colon? What does a colon look like? When would you use it in your writing?

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.

*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>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> 6. Celebrate success. 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level. <p>Fluency Activity of the Day</p> <p>Partner Share: Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Short Form</p> <p>Short form is a way that we shorten words that are lengthy and in reality, the shortened form becomes more widely used than the word it is derived from. An example of the short form would be “gas” which is short of the word “gasoline”.</p> <p>Short Form</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of Short Form cards. 3. Shuffle the deck and place the cards into a 4 x 4 grid, face down. 4. Player 1 draws two cards and if they are a match, he/she keeps the card. If they are not a match, the cards are returned to the grid face down. 5. Player 2 continues the play. 6. Game is over when all cards have been paired. 	
<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>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,</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>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>Colons A colon is a punctuation mark that is made with two dots stacked on top of each other. A colon looks like this (:). A colon is used to separate and independent clause (a sentence) from an explanation or a list. For example, My face has many parts: eyes, nose, chin, mouth, and ears. A colon can also be used to separate a word from its definition (joy: happy), and after the greeting in a formal letter (Dear Mr. Smith:) Practice several sentences on the board in which you use a colon.</p> <p>Colons <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair white boards and a Colon Use Card. 3. Working together the pair reads each sentence and rewrites it on the white board putting the colon in the correct place. 4. Activity is complete when all sentences have been punctuated correctly. 	<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

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!)

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3rd Grade Short Forms

bicycle	bike	champion	champ
doctor	doc	gasoline	gas
luncheon	lunch	mathematics	math
moving picture	movie	pantaloon	pants

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submarine	sub	teenage	teen
tuxedo	tux	zoological garden	zoo

3rd Grade Colons

Colon Use Card

Dear Mr. Jones

I have visited the following cities Los Angeles, San Diego, Hawthorne, and Bakersfield.
When we went to the fair I bought cotton candy, hot dogs, baked potatoes, and fried Oreos.
The fish will need fish food, water, sea weed and piped in air.

Toyota makes the following models Prius, Camry, Tacoma, and Corolla.

Dear President Obama

I have read the following stories The Three Bears, The Three Little Pigs and Snow White.
Her blouse is "busy" stripes, polka dots, flowers, and stars.
When people are happy they show it by singing, dancing, shouting, and cheering.
My bicycle has many parts tires, seats, handle bars, and mirrors.
My dad is good at fixing things doors, lawn mowers, windows, and dishwashers.

To Whom It May Concern

Dear Principal Jones

My favorite colors are red, green, yellow, and blue.

Dear Madam

The shirts can be found in the following sizes small, medium, large, and extra large.
The letter from the teacher said to pick up scissors, a glue stick, erasers, and pencils.
My favorite sea animals include jellyfish, otters, seals, and dolphins.
At the party our desserts were pie, cookies, cupcakes, and cobbler.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	BINGO and Abbreviations
Focus:	Vocabulary (Sight Word Bingo), Clarifying, and Abbreviations

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:

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- 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 is a sight word? Did you know that 65% of the words that you read each day are sight words? Why do you think it is important that you know, to automaticity, these sight words? When do you use abbreviations? Make a list of some commonly used sight words?

Content (the "Meat")

Fluency

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Repeated Reading Process

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

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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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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.

Vocabulary Practice

Practicing words that are "basic" and among the most used in the English language helps to build fluency. Today we are going to do that by playing BINGO.

BINGO

Directions:

1. Divide students into groups of 4, 3 players and 1 "caller".
2. Give each group a set of BINGO cards and "Call Cards".
3. 3 students select a BINGO card.
4. Caller randomly selects words and players mark the words on the BINGO card.
5. When one student calls BINGO, he/she (if correct) become the caller.
6. Game continues until time is called.

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 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

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>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>Abbreviations</p> <p>An abbreviation is a shortened way to write a longer word. An abbreviation is usually agreed upon. When you see an abbreviation you know to say the whole word. You identify that an abbreviation is complete when you put a period (.) after the abbreviation. If the abbreviation is at the end of a sentence you would not put a second period, the period for the abbreviation is enough.</p> <p>Review several abbreviations with the students (days of the week, months of the year, names of states, titles and others.)</p> <p>Abbreviations</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of Abbreviations cards. 3. Shuffle the cards and place them in a 5 by 5 grid between the pair face down. 4. Player 1 turns over two cards, looking for a word-abbreviation match. If the cards match, Player takes the cards. If the cards do not match, the card are returned to the grid face down. (Play the game like Concentration/Memory). 5. Player 2 continues the play. 6. Game is over when all cards have been taken by the players. 7. If cards are picked up other card (as long as there are cards in the deck) replace cards that are taken. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today.

Consult 4 Kids Lesson Plans

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 BINGO Cards

B I N G O			B I N G O		
now	help	who	away	about	more
about	has	our	then	were	brown
so	more	than	when	how	four
B I N G O			B I N G O		
funny	now	away	by	our	then
those	were	these	away	three	an
make	when	little	funny	brown	where

B I N G O			B I N G O		
brown	jump	when	three	now	or
were	about	little	were	those	has
run	four	more	an	little	here
B I N G O			B I N G O		
these	brown	too	an	jump	make
three	four	who	here	run	more
us	help	then	has	these	three

3rd Grade BINGO Word Cards

now	help	who	about	has
our	so	more	than	funny
away	those	were	these	make
when	little	then	brown	how
by	three	an	where	jump
run	too	us	or	here

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3rd Grade Abbreviations

Mister	Mr.	Avenue	Ave.	Senior
Sr.	yard	yd.	Mistress	Mrs.
Doctor	Dr.	Junior	Jr.	mile
mi.	Street	St.	Captain	Capt.
feet	ft.	Saint	St.	Lane
Ln.	Sergeant	Srg.	inch	in.

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mountain	mt.	Boulevard	Blvd.	December
Dec.	Tuesday	Tues.	Monday	Mon.
October	Oct.	Detective	Det.	Highway
Hwy.	Court	Ct.	Road	Rd.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Charades and Titles
Focus:	Vocabulary (Word Meanings), Clarifying, and Capitalization

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

How can you tell what a word means if you do not know already and you don't have a dictionary? Is there more than one strategy? When you have a title, what words do you capitalize? What about that makes sense to you?

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.

Word Meaning

To understand if students really understand the meaning of words, it is important for them to demonstrate that understanding. Verbs are words that require action. In this activity, students will be asked to demonstrate the understanding each has of a variety of words.

Warm students up by having them demonstrate the following as a large group:

- laugh
- cry
- giggle
- jump
- wiggle
- look surprised
- look strong

Charades

Directions:

1. Divide students into groups of 3 or 4.
2. Give each group a set of Charade cards.
3. One at a time each student draws a card and demonstrates the action identified on the card. The other students in the group guess what they are seeing.
4. Game continues until all of the cards have been acted out and guessed.

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

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

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<p>check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Clarifying: 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>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>Capitalization There are rules around what words need to be capitalized. We all know that we capitalize the first word of a sentence, the word I, and our names. Ask the children to share other words that are capitalized. Make a list on the board. One of the rules around capitalization has to do with the capitalization of the names or titles of movies, books, songs, poems, and plays. The first word of a title is always capitalized. Words like a, to, and, of, and the (if they are not the first word) are not capitalized within a title, but all other words are. So if the TV show title is The Big Bang Theory, all of the words would be capitalized because "the" is the first word. However, in the title, Mary Had a Little Lamb, the word "a" is not capitalized because it is within the title. Ask children to share other titles with you. Write them on the board or chart paper and discuss what words are capitalized.</p> <p>Titles: Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a white board and a deck of Title Cards. 3. Shuffle the cards and place them between the students. 4. Player 1 draws a card and writes the title (written in all lower case letters) on the white board, capitalizing the correct words. 5. Game is over when all cards have been drawn and titles capitalized. 6. If there is time, ask students to write 3 titles of their own. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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 Word Meaning Charade Cards

nod your head	flick your wrist	jump three times
hop on your left foot	grin like a pumpkin	blink your eyes rapidly
pinch yourself (easy does it)	limp because your foot hurts	shuffle your feet
look like you are angry	look like you are surprised	look like you are excited
lean to your left	bend your knees	wiggle your entire body
stare at the others	pretend you are howling	collapse because you are tired
curl your fingers into a fist	take a drink of water	open a soda can
make a funny face	point to the ground	clap your hands
nod your head	place your hands on your hips	bow from the waist

3rd Grade Capitalizing Titles

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rudolf the red-nosed reindeer	the three little pigs	cinderella
snow white and the seven dwarfs	the wizards of waverly place	the itsy bitsy spider
jingle bells	harry potter and the sorcerer's stone	law and order
my country 'tis of thee	star spangled banner	twinkle, twinkle little star
row, row, row your boat	tangled	toy story 2
the incredibles	sesame street	don't laugh at me
hunger games	judy bloom	beezus and Ramona
the diary of a wimpy kid	sleeping beauty	the hardy boys
the three musketeers	how much is the doggie in the window?	little boy blue

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Speed Reading and Context Clues
Focus:	Vocabulary (Context Clues), Clarifying, and Colons

p

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 does the word context mean? If you think about the story of the Three Bears, we know that there is a broken chair, porridge that has been eaten, and a girl asleep in bed. What is the context of these events? (the Three Bear's house).

What is the context of this lesson? Why is understanding context important? When do you use a colon?

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.

*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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- Record the number of words next to the first number recorded.
6. Celebrate success.
 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

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.

Context Clues

Context Clues is a term that explains the importance of making meaning of a word by reading the words and/or sentences around the word to provide a "frame of reference" for the reader. Consider the word Lincoln. Ask students what they think of when you say this word. Probably they will say Abraham Lincoln the 16th President of the United States. This would be logical if you just hear the word out of context. However, if you read this sentence: "My family and I are traveling through Nebraska and came to the city of Lincoln." the thinking of the students would be different. Or if the context of the sentence was "Our family looked for a new car on Saturday and we decided on a Lincoln", the student would have another frame for thinking about the word altogether. There are many English words that are more clearly understood when the person understands the context of the word. One of the things that helps in thinking about context is looking for "categories" that the words around the unknown word fall into. Remember that context can be more than just one sentence and can include the entire paragraph. For example, if you do not know the meaning of the word "peninsula", but you are reading this information: "While I have been to an island before I can honestly say I don't believe that I have visited a peninsula. However, my teacher pointed out that I have gone to Florida and that the entire state is a peninsula." I can start to make a picture now in my mind. The word island is a clue that it has something to do with being surrounded by water. Thinking about what words you might come across when you know a topic of context, is helpful for the reader.

Context Clues

Directions:

1. Divide students into groups of 2-3.
2. Give each group a set of Context Cards and a white board.
3. Together, the students draw one of the cards and make a list of words that they believe they may come across when reading about the topic.
4. After students have completed 3 cards, have them partner with another group and share the words they have listed.
5. Other group should guess what the Context Card identified.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

During the lesson check in with students repeatedly.

Consult 4 Kids Lesson Plans

<p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Clarifying:</p> <p>Individual Show-Off: Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>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>Colons</p> <p>A colon is a punctuation mark that is made with two dots stacked on top of each other. A colon looks like this (:). A colon is used to separate and independent clause (a sentence) from an explanation or a list. For example, My face has many parts: eyes, nose, chin, mouth, and ears. A colon can also be used to separate a word from its definition (joy: happy), and after the greeting in a formal letter (Dear Mr. Smith:) Practice several sentences on the board in which you use a colon.</p> <p>Colons</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair white boards and a Colon Use Card. 3. Working together the pair reads each sentence and rewrites it on the white board putting the colon in the correct place. 4. Activity is complete when all sentences have been punctuated correctly. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

3-2-1

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade Context Clues

<p>Martin Luther King Jr. – Honoring A Hero</p>	<p>Cesar E. Chavez – Taking Pride in Service</p>	<p>The Road to Beijing (Returning to the Summer Olympics)</p>
<p>Pay It Forward in the Neighborhood</p>	<p>Science Fair Project</p>	<p>Celebrating American History</p>
<p>Dr. Seuss' Birthday</p>	<p>Creating a Library at the Homeless Center</p>	<p>Campus Cuisine</p>
<p>Presidential Election</p>	<p>An Archeological Dig</p>	<p>Dinosaurs</p>

3rd Grade Colons

Colon Use Card

Dear Mr. Jones

I have visited the following cities Los Angeles, San Diego, Hawthorne, and Bakersfield.
When we went to the fair I bought cotton candy, hot dogs, baked potatoes, and fried Oreos.
The fish will need fish food, water, sea weed and piped in air.

Toyota makes the following models Prius, Camry, Tacoma, and Corolla.

Dear President Obama

I have read the following stories The Three Bears, The Three Little Pigs and Snow White.
Her blouse is "busy" stripes, polka dots, flowers, and stars.

When people are happy they show it by singing, dancing, shouting, and cheering.

My bicycle has many parts tires, seats, handle bars, and mirrors.

My dad is good at fixing things doors, lawn mowers, windows, and dishwashers.

To Whom It May Concern

Dear Principal Jones

My favorite colors are red, green, yellow, and blue.

Dear Madam

The shirts can be found in the following sizes small, medium, large, and extra large.

The letter from the teacher said to pick up scissors, a glue stick, erasers, and pencils.

My favorite sea animals include jellyfish, otters, seals, and dolphins.

At the party our desserts were pie, cookies, cupcakes, and cobbler.

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Context Clues and Ending Punctuation
Focus:	Vocabulary (Context Clues), Questioning and Ending Punctuation

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 context clues? Why is context important to your understanding? Have you ever heard about something and then not understood it until the context was explained? What are the punctuation marks that you can find at the end of the sentence? What do each of these punctuation marks indicate?

Content (the "Meat")

Fluency

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Repeated Reading Process

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2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
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***Activity → Teachable Moment(s) throughout**

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Consult 4 Kids Lesson Plans

- Record the number of words next to the first number recorded.
6. Celebrate success.
 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

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

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Context Clues

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Context Clues

Directions:

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2. Give each group a set of Context Cards and a white board.
3. Together, the students draw one of the cards and make a list of words that they believe they may come across when reading about the topic.
4. After students have completed 3 cards, have them partner with another group and share the words they have listed.
5. Other group should guess what the Context Card identified.

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

During the lesson check in with students repeatedly.

Check in about what is happening and what they are

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<p>text.</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Questioning:</p> <p>Question and Connection: Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	<p>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>Ending Punctuation</p> <p>Ending punctuation marks include a period (.), an exclamation point (!), and a question mark (?). Periods are used in sentences that make a statement or sentences that are an command. For example: My dog barks loudly. (statement) Give me the book. (command)</p> <p>An exclamation mark is used to demonstrate emotion and energy. Look out! It's hot! (exclamation)</p> <p>A question mark is used at the end of a sentence that asks a question. Do you have nine lives? How old are you? (questions)</p> <p>Have students give you examples of different types of sentences and ask them which punctuation mark would go at the end.</p> <p>Ending Punctuation</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair an Ending Punctuation Game Board and a set of Ending Punctuation Cards. 3. Shuffle the cards and place near the game board between the players. 4. Player 1 draws a card and determines whether the ending punctuation is a period (statement), period (command), question mark (question) or exclamation mark (exclamation). 5. After Player 1 is finished with his/her turn, Player 2 takes his/her turn. 6. Game is over when all cards have been placed on the game board. 7. 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

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!)

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 3rd Grade Context Clues

<p>Martin Luther King Jr. – Honoring A Hero</p>	<p>Cesar E. Chavez – Taking Pride in Service</p>	<p>The Road to Beijing (Returning to the Summer Olympics)</p>
<p>Pay It Forward in the Neighborhood</p>	<p>Science Fair Project</p>	<p>Celebrating American History</p>
<p>Dr. Seuss' Birthday</p>	<p>Creating a Library at the Homeless Center</p>	<p>Campus Cuisine</p>
<p>Presidential Election</p>	<p>An Archeological Dig</p>	<p>Dinosaurs</p>

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3rd Grade Ending Punctuation

. Statement	. Command	? Question	! Exclamation

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3rd Grade Ending Punctuation

Sharpen the pencil	I have a dog named Rover	Do you have a hanger	Watch out
Stop at the corner	My favorite color is green	When will you do that for me	Oh no
Hand me the towel	I have a brown jacket with a zipper	How did you do that	Yikes
Put on your shoes	My car is a black Camry	Where are the cupcakes	I love it
Brush your teeth before bed	He was wearing a red sweater	Do you like to ride a bike	Terrific
Put your book away	My garden has yellow roses in it	Why do you like that movie	Wow
Hold my hand when we cross the street	Mark has brown hair	Who was the actor in that movie	Stop that right now
Shut the door	She is a cheerleader	What have you been doing	No that's not right
Please give that to me	He is on the soccer team	Do you watch TV in the evening	I told you I don't know

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Onomatopoeia
Focus:	Vocabulary (Onomatopoeia), Questioning, and Quotation Marks

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 onomatopoeia? Words like “crack” and “buzz” are examples of onomatopoeia. What other words can you think of are examples? What are quotation marks? When do you use them? Why is it important to use them in conversations? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the “Meat”)

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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<p>students to the next level.</p> <p>Fluency Activity of the Day</p> <p>Paired Readings: Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Onomatopoeia</p> <p>Onomatopoeia is a word that sounds like the sound they represent. For example, the word "buzz" sounds like the noise that bees make, especially if you hang on to the sound of the z's. Try it and continue to make the /z/. When you find a word that is an example of onomatopoeia, it is important to make every effort to make the word sound like the sound it represents.</p> <p>Onomatopoeia Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a word like of words that represent onomatopoeia. 3. Have the pair work on how to say the individual words in an expressive way. 4. Once the pair has had a chance to practice, bring the group together into two teams. 5. Pull 3 students out to be the judge of the contest. 6. Call out one of the words and take a volunteer from each team to say the word using onomatopoeia information. 7. Determine which group is the most effective and give the team a point. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Questioning:</p> <p>I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	
<p 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>Quotation Marks</p> <p>Quotation marks are used to show the exact words that a person is saying. The first word of what the person begins with a capital letter. The ending punctuation mark (period, exclamation mark, or question mark) is written BEFORE the final pair of quotation marks. For example, Mark said, “Today is my birthday.” Obviously Mark does not say, Mark said. If you were standing there listening to Mark, you would hear him say, “Today is my birthday.” That is why the quotation marks go around Mark’s words. The Mark said, is set off from the quote with a comma and does not have quotation marks around it. Practice several quote-writing exercises with the students.</p> <p>Quotations: Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair white boards and a Quotation Sentence Card. 3. Working together the pair reads each sentence and rewrites it on the white board putting in the correct punctuation marks. 4. Activity is complete when all sentences have been punctuated correctly. 	<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
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>3-2-1</p> <ul style="list-style-type: none"> • Share 3 things you like about today’s lesson. • Share 2 questions you have that were not answered. • Share 1 thing that you will use tomorrow that you practiced today.
<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)! 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

3rd Grade Onomatopoeia

Onomatopoeia Word List

growl	clip clop
grunt	whoopee
sob	boo
shriek	moan
shout	murmur
giggle	whisper
hiss	baa
hum	chirp
buzz	meow
crinkle	cuckoo
howl	coo
sputter	screech
zip	roar
rush	bleep
fizz	gobble

3rd Grade Quotation Sentence Cards

Quotation Sentence Card

- where is my backpack asked Mitchell.
- I have three brothers and one sister she stated.
- we live in California stated Shelly.
- John asked how old are you today
- Mary exclaimed I love chocolate cake with butter icing
- who will be the winner asked Jeff.
- The salesman proclaimed we have the best deal in town
- will you go with me to Arizona asked Lilly.
- my favorite color is green shouted Marnie.
- Freddie said we need to walk safely when we are outside
- Joey asked are we going on a picnic today
- will you be my valentine asked Gina
- I can't find my backpack proclaimed Julie
- it's over on the table exclaimed Jordan.
- Julie cried who put it there
- Ryan agreed saying my favorite color is blue too
- where will I find the car in this lot mused Martha
- He kept shouting pay it forward
- My bicycle is broken cried Lynna
- We like McDonald's best shouted the soccer team

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Palindromes
Focus:	Vocabulary (Palindromes), Summarizing, and Quotation Marks

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 is a palindrome? The words “dad” and “mom” are examples of palindromes. What are some other examples? Sometimes palindromes are found in phrases as well. Can you think of an example of this? When do you use quotation marks? Find an example of the use of quotation marks in a book you are reading. Why is it important that these quotation marks are used? 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.

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> 6. Celebrate success. 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level. <p>Fluency Activity of the Day</p> <p>All Read: During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Palindromes</p> <p>Palindromes are words or phrases that are fun because they are spelled the same both forward and backward. An example of a word is dad. Either way you write it, forward or backward, the order of the letters is the same. An example of a phrase that is a palindrome is Madam, I'm Adam. Either direction, the letter order of the phrase is the same.</p> <p>Palindromes</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Palindrome Word and Phrase Bank. 3. After reviewing the bank, students should work together to see if they can find palindromes that are not on the list. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Summarizing:</p> <p>10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

Consult 4 Kids Lesson Plans

<p>will this information apply to your life?</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>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>Quotation Marks Quotation marks are used to show the exact words that a person is saying. The first word of what the person begins with a capital letter. The ending punctuation mark (period, exclamation mark, or question mark) is written BEFORE the final pair of quotation marks. For example, Mark said, “Today is my birthday.” Obviously Mark does not say, Mark said. If you were standing there listening to Mark, you would hear him say, “Today is my birthday.” That is why the quotation marks go around Mark’s words. The Mark said, is set off from the quote with a comma and does not have quotation marks around it. Practice several quote-writing exercises with the students.</p> <p>Quotations: <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair white boards and a Quotation Sentence Card. 3. Working together the pair reads each sentence and rewrites it on the white board putting in the correct punctuation marks. 4. Activity is complete when all sentences have been punctuated correctly. 	<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!)

3rd Grade Palindromes List

Palindrome Words and Phrases	
pop	race car
eve	Did I? I did.
noon	pull up
toot	A man, a plan, a canal Panama
peep	nurses run
did	we sew
num	Yo, banana boy
mum	step on now pets
Anna	murder for a jar of red rum
gag	Was it a rat I saw?
eye	So many dynamos!
pup	tuna roll or a nut
level	Oh, cameras are macho/
deed	"Rum, rum," I murmur.

3rd Grade Quotation Sentence Cards

Quotation Sentence Card

- where is my backpack asked Mitchell.
- I have three brothers and one sister she stated.
- we live in California stated Shelly.
- John asked how old are you today
- Mary exclaimed I love chocolate cake with butter icing
- who will be the winner asked Jeff.
- The salesman proclaimed we have the best deal in town
- will you go with me to Arizona asked Lilly.
- my favorite color is green shouted Marnie.
- Freddie said we need to walk safely when we are outside
- Joey asked are we going on a picnic today
- will you be my valentine asked Gina
- I can't find my backpack proclaimed Julie
- it's over on the table exclaimed Jordan.
- Julie cried who put it there
- Ryan agreed saying my favorite color is blue too
- where will I find the car in this lot mused Martha
- He kept shouting pay it forward
- My bicycle is broken cried Lynna
- We like McDonald's best shouted the soccer team

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Ending Punctuation and Word Play
Focus:	Vocabulary (Word Play), Summarizing, and Ending Punctuation

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?

How many little words can you make out of the word, "refrigerator"? (go, or, tear, for). When we do this, we are playing with words. Why is it important for you to be able to play with the letters inside of a word? Give examples of sentences using the different types of ending punctuation marks (. ? !)

Content (the "Meat")

Fluency

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Repeated Reading Process

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

***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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- Record the number of words next to the first number recorded.
6. Celebrate success.
 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

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.

Word Play

There are only 26 letters in the alphabet. It is the order that those letters are combined in that creates over 500,000 English words. For example, the letters e, a, and t can combine to form eat, ate, or tea. Knowing how these letters can be combined in a variety of ways strengthens a person's vocabulary.

Word Play

Directions:

1. Divide students into pairs.
2. Give each pair a set of alphabet cards.
3. Shuffle the cards and place 25 of the cards in a 5 x 5 grid, face down.
4. Once the letters have been laid out, turn the letters face up.
5. Without moving the letters around, each player makes as many words as possible.
6. In order to combine letters they must be touching one another vertically, horizontally or diagonally:

Example:

b	r	e	s	y
a	t	v	t	o
l	m	n	a	h
s	j	a	r	l
o	e	s	m	p

In the grid above a player could make **bar, bat, bam, ram, van, tan, hat, hot, toy**, and so on. However, looking at the bottom row (e, s, m) and the letter a above the s, cannot make the word same, because while the s touches all of the letters, you cannot touch the letters in the order that the word is spelled.

Once students have written as many words as they can, they share their list and repeat the activity, rearranging the letters in the same manner as before.

Reciprocal Teaching

During the lesson check in with students repeatedly.

Consult 4 Kids Lesson Plans

<p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Summarizing:</p> <p>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>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>Ending Punctuation</p> <p>Ending punctuation marks include a period (.), an exclamation point (!), and a question mark (?). Periods are used in sentences that make a statement or sentences that are an command. For example:</p> <p>My dog barks loudly. (statement)</p> <p>Give me the book. (command)</p> <p>An exclamation mark is used to demonstrate emotion and energy. Look out! It’s hot! (exclamation)</p> <p>A question mark is used at the end of a sentence that asks a question. Do you have nine lives? How old are you? (questions)</p> <p>Have students give you examples of different types of sentences and ask them which punctuation mark would go at the end.</p> <p>Ending Punctuation</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair an Ending Punctuation Game Board and a set of Ending Punctuation Cards. 3. Shuffle the cards and place near the game board between the players. 4. Player 1 draws a card and determines whether the ending punctuation is a period (statement), period (command), question mark (question) or exclamation mark (exclamation). 	<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

- | | |
|---|--|
| 5. After Player 1 is finished with his/her turn, Player 2 takes his/her turn.
6. Game is over when all cards have been placed on the game board. | |
|---|--|

Closing
Review
Say: <ul style="list-style-type: none"> 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!) <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!)

3rd Grade Word Play Cards

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

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3rd Grade Ending Punctuation

. Statement	. Command	? Question	! Exclamation

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3rd Grade Ending Punctuation

Sharpen the pencil	I have a dog named Rover	Do you have a hanger	Watch out
Stop at the corner	My favorite color is green	When will you do that for me	Oh no
Hand me the towel	I have a brown jacket with a zipper	How did you do that	Yikes
Put on your shoes	My car is a black Camry	Where are the cupcakes	I love it
Brush your teeth before bed	He was wearing a red sweater	Do you like to ride a bike	Terrific
Put your book away	My garden has yellow roses in it	Why do you like that movie	Wow
Hold my hand when we cross the street	Mark has brown hair	Who was the actor in that movie	Stop that right now
Shut the door	She is a cheerleader	What have you been doing	No that's not right

Consult 4 Kids Lesson Plans

Please give that to me	He is on the soccer team	Do you watch TV in the evening	I told you I don't know
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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).

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<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> <ul style="list-style-type: none"> Charades Onomatopoeia Palindromes Short Forms Context Clues Word Play BINGO 	
<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. 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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punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

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:

- Capitalizing Titles
- Quotations
- Colons
- Ending Punctuation
- Abbreviations

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

Closing

Review

Say:

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

Debrief

LBNT

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