

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Predicting and One of Each
Focus:	Vocabulary (Syllables with Prefixes and Suffixes), Predicting, Dictionary Skills

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?

How will a word having a prefix, suffix, or both inform how you will divide the words into syllables? Why would it be important for the prefix and suffix to stay a separate syllable? If you have the guide words of boy and by, would you find the word bouquet? Would you find the word bun? What other words might you find on this page?

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

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.

Syllables with Prefixes and Suffixes

Words can have both prefixes and suffixes. Actually about 65% of words that have both. Remember that a prefix is a syllable added to the beginning of a word and a suffix is a syllable added to the end of the word. In both cases, the prefix and the suffix change or add to the meaning of the base word.

One of Each

Directions:

1. Divide students into pairs.
2. Give each pair a One of Each Word Card and a One of Each game board.
3. Working together, the pair reads each word and determines the base word, the prefix, and the suffix, writing each part of the word on the One of Each game board.
4. When all of the words have been sorted, invite pair to select 3 of the words and use them in a sentence.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

Activity

Predicting

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

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>chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Dictionary Skills</p> <p>In order to use a dictionary more effectively it is important to understand the two words at the top of a page known as guide words. The words at the top of the page indicate that all of the words on that page will come between the two guide words. The dictionary is a listing of words in alphabetical order, so the guide words let you know what words are on each page.</p> <p>Practice the following with the students: Guide Words jelly and junk What words that begin with “j” might come in between the two guide words. What might come before? What might come after?</p> <p>In Order</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair an In Order game board and set of word cards. 3. Working together, students sort the cards, placing the word on the correct page, remembering that the words you place on the page must come in between the two guide words. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? <p style="text-align: center;">Debrief</p> <p>3-2-1</p> <ul style="list-style-type: none"> • Share 3 things you like about today's lesson. • Share 2 questions you have that were not answered. • Share 1 thing that you will use tomorrow that you practiced today.

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

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

3rd Grade One of Each

One of Each

One of Each		
Prefix	Base Word	Suffix

Consult 4 Kids Lesson Plans

3rd Grade One of Each Word Bank

disagreement

disconnected

distasteful

hopefully

immoveable

impatiently

indefinitely

misbehaving

misspelled

previewed

rechecking

rehired

rethinking

unbroken

uncommonly

undressed

unending

unfairly

unfriendly

unknowing

unlikely

unneeded

unpainted

unthankful

Consult 4 Kids Lesson Plans

3rd Grade In Order

bake	bracelet	brain	button
------	----------	-------	--------

Consult 4 Kids Lesson Plans

3rd Grade In Order Word Cards

belt	best	bed
breath	bell	break
brew	bead	brand
brief	better	blend
breathe	bottom	beak
bet	bend	brat
bark	brake	bland
beard	bran	bled

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Affixes One of Each
Focus:	Vocabulary (Syllables with Prefixes and Suffixes), Predicting, Dictionary Skills

Materials:

Activities at end of lesson plan

White Boards and pen and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

How will a word having a prefix, suffix, or both inform how you will divide the words into syllables? Why would it be important for the prefix and suffix to stay a separate syllable? If you have the guide words of last and level, would you find the word lank? Would you find the word laugh? What other words might you find on this page?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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

Fluency Activity of the Day

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

Vocabulary

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

Syllables with Prefixes and Suffixes

Words can have both prefixes and suffixes. Actually about 65% of words that have both. Remember that a prefix is a syllable added to the beginning of a word and a suffix is a syllable added to the end of the word. In both cases, the prefix and the suffix change or add to the meaning of the base word.

One of Each

Directions:

1. Divide students into pairs.
2. Give each pair a One of Each Word Card and a One of Each game board.
3. Working together, the pair reads each word and determines the base word, the prefix, and the suffix, writing each part of the word on the One of Each game board.
4. When all of the words have been sorted, invite pair to select 3 of the words and use them in a sentence.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

Activity

Clarifying:

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

Consult 4 Kids Lesson Plans

<p>sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Dictionary Skills</p> <p>In order to use a dictionary more effectively it is important to understand the two words at the top of a page known as guide words. The words at the top of the page indicate that all of the words on that page will come between the two guide words. The dictionary is a listing of words in alphabetical order, so the guide words let you know what words are on each page.</p> <p>Practice the following with the students: Guide Words jelly and junk. What words beginning with "j" might come in between the two guide words? What might come before? What might come after?</p> <p>In Order</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair an In Order game board and set of word cards. 3. Working together, students sort the cards, placing the word on the correct page, remembering that the words you place on the page must come in between the two guide words. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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

Consult 4 Kids Lesson Plans

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 One of Each

One of Each

One of Each		
Prefix	Base Word	Suffix

Consult 4 Kids Lesson Plans

3rd Grade One of Each Word Bank

disagreement

disconnected

distasteful

hopefully

immoveable

impatiently

indefinitely

misbehaving

misspelled

previewed

rechecking

rehired

rethinking

unbroken

uncommonly

undressed

unending

unfairly

unfriendly

unknowing

unlikely

unneeded

unpainted

unthankful

Consult 4 Kids Lesson Plans

3rd Grade In Order

bake

bracelet

brain

button

3rd Grade In Order Word Cards

belt	best	bed
breath	bell	break
brew	bead	brand
brief	better	blend
breathe	bottom	beak
bet	bend	brat
bark	brake	bland
beard	bran	bled

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Affixes and Dictionary Skills
Focus:	Vocabulary (Prefixes and Suffixes), Predicting and Dictionary Skills

Materials:

Activity at end of lesson plan

White Boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

What do you know about prefixes? How are they different from suffixes? Can words have both prefixes and suffixes? (Actually they do about 85% of the time). Think of several examples of words that have both a prefix and a suffix (unsafely, undistributed, misplaced). Why would you use a dictionary? What do you know about how to use a dictionary? What makes using a dictionary easier?

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.

*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

Consult 4 Kids Lesson Plans

5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

Fluency Activity of the Day

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

on with the story).

Vocabulary

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

Prefixes and Suffixes re-, -ful

A prefix is a syllable that you add to the beginning of a base word. The prefix will change the meaning of the word. A suffix is a syllable that you add to the end of a word. The suffix will add to the meaning of the word.

The prefix re- means to do something again.

The suffix -ful means full of

Have students provide several examples of base words, adding the prefix or suffix if it makes sense.

Prefixes and Suffixes

Directions:

1. Divide students into pairs.
2. Give each pair a Prefixes and Suffixes game board.
3. Working together pair completes the game board, indicating the base word, the prefix or suffix that has been added to the base word, the number of syllables in the word and the meaning of the word.
4. When pair has finished all of the words on the list, invite them to select 5 words and write an original sentence with the words and then share them with another pair.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

Consult 4 Kids Lesson Plans

<p>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, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	
<p>Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Dictionary Skills</p> <p>A dictionary is a book that gives you information about words. A dictionary can give you the meaning of a word, tell you how the word is pronounced, the part of speech, and will sometimes give you a sample sentence and/or a picture.</p> <p>Whether you use a dictionary in a book or on line, using it to help you make meaning is what is important.</p> <p>One of the skills you need to have in order to use a dictionary effectively is the ability to put words in alphabetical order. When putting words in alphabetical order you look at the first letter in the words that is different. In the words jump and cat, the first letter of the two words is different, so you simply ask yourself, when saying the alphabet, which letter comes first, and then you place the words in that order: cat, jump</p> <p>If the words were cat, cave, and jump, you would immediately know that jump would be last. Then you would look at cat and cave. While the c and the a are the same, the third letters are different, and the t comes before the v in the alphabet, so the words, in order would be cat, cave, jump.</p> <p>Practice several sets of words with the students.</p> <p>Alphabetical Order</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of Alphabetical Order Cards and white boards. 3. Shuffle the cards and place them face down between the students. 4. Player 1 draws a card, looks at the three words on the card and writes the words in alphabetical order on the white board. 5. Player 2 continues in the same manner. 6. Activity is complete when all word cards have been used. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade Alphabetical Order

shovel, rake, gloves	tree, dirt, seeds	red, white, blue
sofa, chair, fireplace	mirror, picture, clock	television, carpet, window
cider, dresser, breakfast	dug, fun, ear	eel, elephant, eat
did, fruit, ask	fun, gum, fancy	each, eagle, ear
belt, best, bed	magazine, photograph, page	cookie, motorcycle, can
cousin, brother, dad	sandwich, dot, box	sack, rash, eyelash
shoulder, tax, sock	useful, lovable, adorable	stay, study, happy
box, foil, oatmeal	college, newspaper, business	truck, dot, stash
skateboard, ski, bike	copy, gray, apple	money, most, moon

Consult 4 Kids Lesson Plans



3rd Grade Prefix re-, Suffix -ful

Word	Base Word	Prefix/Suffix	# of Syllables	Meaning
rewash	wash	re-	2	wash again
handful	hand	-ful	2	holding all you can in your hand
redo				
playful				
refill				
tasteful				
remake				
cheerful				
reread				
beautiful				
replay				
frightful				
reuse				
earful				

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Dictionary Skills and Prefixes and Suffixes
Focus:	Vocabulary (Prefixes and Suffixes), Clarifying, and Dictionary Skills

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 do you know about prefixes? How are they different from suffixes? Can words have both prefixes and suffixes? (Actually they do about 85% of the time). Think of several examples of words that have both a prefix and a suffix (unsafely, undistributed, misplaced). Why would you use a dictionary? What do you know about how to use a dictionary? What makes using a dictionary easier?

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.

*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

Consult 4 Kids Lesson Plans

5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

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.

on with the story).

Vocabulary

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

Prefixes and Suffixes re-, -ful

A prefix is a syllable that you add to the beginning of a base word. The prefix will change the meaning of the word. A suffix is a syllable that you add to the end of a word. The suffix will add to the meaning of the word.

The prefix re- means to do something again.

The suffix -ful means full of

Have students provide several examples of base words, adding the prefix or suffix if it makes sense.

Prefixes and Suffixes

Directions:

1. Divide students into pairs.
2. Give each pair a Prefixes and Suffixes game board.
3. Working together pair completes the game board, indicating the base word, the prefix or suffix that has been added to the base word, the number of syllables in the word and the meaning of the word.
4. When pair has finished all of the words on the list, invite them to select 5 words and write an original sentence with the words and then share them with another pair.

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

Consult 4 Kids Lesson Plans

<p>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>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>Dictionary Skills</p> <p>A dictionary is a book that gives you information about words. A dictionary can give you the meaning of a word, tell you how the word is pronounced, the part of speech, and will sometimes give you a sample sentence and/or a picture. Whether you use a dictionary in a book or on line, using it to help you make meaning is what is important.</p> <p>One of the skills you need to have in order to use a dictionary effectively is the ability to put words in alphabetical order. When putting words in alphabetical order you look at the first letter in the words that is different. In the words jump and cat, the first letter of the two words is different, so you simply ask yourself, when saying the alphabet, which letter comes first, and then you place the words in that order: cat, jump</p> <p>If the words were cat, cave, and jump, you would immediately know that jump would be last. Then you would look at cat and cave. While the c and the a are the same, the third letters are different, and the t comes before the v in the alphabet, so the words, in order would be cat, cave, jump.</p> <p>Practice several sets of words with the students.</p> <p>Alphabetical Order</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of Alphabetical Order Cards and white boards. 3. Shuffle the cards and place them face down between the students. 4. Player 1 draws a card, looks at the three words on the card and writes the words in alphabetical order on the white board. 5. Player 2 continues in the same manner. 6. Activity is complete when all word cards have been used. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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 Alphabetical Order

shovel, rake, gloves	tree, dirt, seeds	red, white, blue
sofa, chair, fireplace	mirror, picture, clock	television, carpet, window
cider, dresser, breakfast	dug, fun, ear	eel, elephant, eat
did, fruit, ask	fun, gum, fancy	each, eagle, ear
belt, best, bed	magazine, photograph, page	cookie, motorcycle, can
cousin, brother, dad	sandwich, dot, box	sack, rash, eyelash
shoulder, tax, sock	useful, lovable, adorable	stay, study, happy
box, foil, oatmeal	college, newspaper, business	truck, dot, stash
skateboard, ski, bike	copy, gray, apple	money, most, moon

Consult 4 Kids Lesson Plans

3rd Grade Prefix re-, Suffix -ful

Word	Base Word	Prefix/Suffix	# of Syllables	Meaning
rewash	wash	re-	2	wash again
handful	hand	-ful	2	holding all you can in your hand
redo				
playful				
refill				
tasteful				
remake				
cheerful				
reread				
beautiful				
replay				
frightful				
reuse				
earful				

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Get to the Root
Focus:	Vocabulary(Roots + Suffixes), Predicting, and Commas

Materials:

Activities at end of lesson plan
White boards, pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

What is a suffix? What is a root word? In this word: asking, what is the root word and what is the suffix? One type of punctuation mark is a comma. When do you use commas when you are writing? What does a comma have you do when you are reading?

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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

Fluency Activity of the Day

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.

Root Words + Suffixes –s, -ed, -ing

A root word is a base word. It is a word that you can add increments of meaning to. For example a root word would be cup, jump, and press. You can add suffixes (a syllable that is added to the end of a word) to a root word. In the examples above, you can add suffixes and write the words: cups, jumping, and pressing. Adding the suffixes –s, -ed, -ing adds to the meaning of the word.

Ask the students to give you a number of root words and then practice adding the suffixes –s, -ed, and –ing to them.

Get to the Root

Directions:

1. Divide students into pairs.
2. Give each pair a Get to the Root word bank and white boards.
3. Together students review the Get to the Root word bank and determine the root of each of the words in the bank.
4. As students identify the root word they should write it on the white board.
5. Activity is complete when all of the root words have been successfully identified.
6. Have pair share their answers with another pair.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

Activity

Predicting

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>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>Commas A comma (,) is a punctuation mark that is used in writing to signal to the reader that he/she needs to make a brief pause. Commas can be used in these three ways:</p> <ul style="list-style-type: none"> to separate items in a list or a series of phrase before a conjunction after an introductory clause. <p>Examples: The flag is red, white, and blue. Joe was sick, so he sat down. When I was at the store, I found fourteen boxes of cookies.</p> <p>Have student provide other sentences that are examples.</p> <p>Comma Happy <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Comma Happy game board and deck of cards. 3. Shuffle the cards and place by the game board between the students. 4. Player 1 draws a card and determines why the commas are in the sentence, and then places the card in the correct column on the game board. 5. Player 2 continues play in the same way. 6. Game is over when all cards are on the game board in the correct column. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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>

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

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

3rd Grade Get to the Root Word Bank

Get to the Root

filled	believing	brushes	cups
stayed	fills	painting	dances
changing	worked	plans	going
called	hosting	interviews	showing
chatted	used	showed	controlling
breaking	thinking	bakes	lifts
asks	knocking	picked	kicking
writing	wags	popped	packing
eating	looked	finding	moves
wearing	gives	talking	rained

3rd Grade Comma Happy

Comma Happy

Series

Before a Conjunction

Introductory Clauses

--	--	--

Consult 4 Kids Lesson Plans

3rd Grade Comma Happy Sentence Cards

The wagon has wheels, pillow and handle.	I like to play volleyball, soccer, and handball.	The baby crawls, cries, and eats.
Do you know how to play the flute, piano and organ?	Joni likes bananas, oranges, and kiwi.	My friends are Molly, Linda, and Maria.
I have been to California, Idaho, and Nevada.	I like to listen to Beyonce, Cher, and Lady Gaga.	Do you eat cereal, pancakes, and oatmeal?
I like chocolate cake, but not lemon.	She has a doll, and a Game Boy.	Judy does not have an I-Pod nor does she have a phone.
Jill was late, yet she was enthusiastic.	Anne plays soccer, so she is athletic.	Joe was sick, so he missed the soccer finals.
She wants to be a designer, but she is a poor artist.	The bus was late, yet they all arrived on time.	He wanted to cook the trout, so he started a fire.
After the movie, we went for ice cream	Although I am tired, I will get my homework done.	As I walked through the door, I knew it was a party.
If you can hear my voice, clap your hands.	Since we are both 9, which one of us is older?	When we left the library, we had both checked out a book.
While you were at the park, I washed the car.	After the first show, the crowd was excited.	As I told you before, I am not going to the movie.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Get to the Root and Commas
Focus:	Vocabulary (Roots + Suffixes), Clarifying, and Commas

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 suffix? What is a root word? In this word: asking, what is the root word and what is the suffix? One type of punctuation mark is a comma. When do you use commas when you are writing? What does a comma have you do when you are reading?

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.

*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

- 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

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.

Root Words + Suffixes –s, -ed, -ing

A root word is a base word. It is a word that you can add increments of meaning to. For example a root word would be cup, jump, and press. You can add suffixes (a syllable that is added to the end of a word) to a root word. In the examples above, you can add suffixes and write the words: cups, jumping, and pressing. Adding the suffixes –s, -ed, -ing adds to the meaning of the word.

Ask the students to give you a number of root words and then practice adding the suffixes –s, -ed, and –ing to them.

Get to the Root

Directions:

1. Divide students into pairs.
2. Give each pair a Get to the Root word bank and white boards.
3. Together students review the Get to the Root word bank and determine the root of each of the words in the bank.
4. As students identify the root word they should write it on the white board.
5. Activity is complete when all of the root words have been successfully identified.
6. Have pair share their answers with another pair.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

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

Consult 4 Kids Lesson Plans

<p>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>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>Commas A comma (,) is a punctuation mark that is used in writing to signal to the reader that he/she needs to make a brief pause. Commas can be used in these three ways: to separate items in a list or a series of phrase before a conjunction after an introductory clause.</p> <p>Examples: The flag is red, white, and blue. Joe was sick, so he sat down. When I was at the store, I found fourteen boxes of cookies.</p> <p>Have student provide other sentences that are examples.</p> <p>Comma Happy Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Comma Happy game board and deck of cards. 3. Shuffle the cards and place by the game board between the students. 4. Player 1 draws a card and determines why the commas are in the sentence, and then places the card in the correct column on the game board. 5. Player 2 continues play in the same way. 6. Game is over when all cards are on the game board in the correct column. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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 Get to the Root Word Bank

Get to the Root

filled	believing	brushes	cups
stayed	fills	painting	dances
changing	worked	plans	going
called	hosting	interviews	showing
chatted	used	showed	controlling
breaking	thinking	bakes	lifts
asks	knocking	picked	kicking
writing	wags	popped	packing
eating	looked	finding	moves
wearing	gives	talking	rained

3rd Grade Comma Happy

Comma Happy

Series

Before a Conjunction

Introductory Clauses

--	--	--

Consult 4 Kids Lesson Plans

3rd Grade Comma Happy Sentence Cards

The wagon has wheels, pillow and handle.	I like to play volleyball, soccer, and handball.	The baby crawls, cries, and eats.
Do you know how to play the flute, piano and organ?	Joni likes bananas, oranges, and kiwi.	My friends are Molly, Linda, and Maria.
I have been to California, Idaho, and Nevada.	I like to listen to Beyonce, Cher, and Lady Gaga.	Do you eat cereal, pancakes, and oatmeal?
I like chocolate cake, but not lemon.	She has a doll, and a Game Boy.	Judy does not have an I-Pod nor does she have a phone.
Jill was late, yet she was enthusiastic.	Anne plays soccer, so she is athletic.	Joe was sick, so he missed the soccer finals.
She wants to be a designer, but she is a poor artist.	The bus was late, yet they all arrived on time.	He wanted to cook the trout, so he started a fire.
After the movie, we went for ice cream	Although I am tired, I will get my homework done.	As I walked through the door, I knew it was a party.
If you can hear my voice, clap your hands.	Since we are both 9, which one of us is older?	When we left the library, we had both checked out a book.
While you were at the park, I washed the car.	After the first show, the crowd was excited.	As I told you before, I am not going to the movie.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Apostrophes and Suffixes
Focus:	Vocabulary (Root Words and Suffixes), Questioning, and Apostrophes

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 root words? What is a suffix? What happens to a word when you add a suffix? What is an apostrophe? Why would you use an apostrophe? If you use an apostrophe, like in the word can't, what letters is the apostrophe taking the place of? What do you call words like can't? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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

Fluency Activity of the Day

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

Vocabulary

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

Root Words + -s, -es

A root word is the base word. When you have a root word that ends in ch, sh, s, ss, or x, you will add -es. This will make another syllable to the word. When words end in other letters you will add the s only. This will not add another syllable. When you listen to yourself say the word aloud, if you hear a new syllable you will know to add the -es.

Review several examples with students. Write them on the board and remind students why you are adding either -s or -es.

s or es

Directions:

1. Divide students into pairs
2. Give each pair a game board and a list of words.
3. Working together, students read through the list of words and decide which column the word should be placed into -s or -es.
4. Students write the word in the correct column.
5. When students have sorted the words, ask them to select 5 words and write an original sentence with each word.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

Activity

Questioning:

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

Consult 4 Kids Lesson Plans

<p>I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	
<p 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>Apostrophes An apostrophe is a punctuation mark (') that is used to make a noun possessive (show ownership) or in a contraction to replace a letter or group of letters that have been left out. Examples: John's nose, Mary's mouth, Reba's hair and don't, I've, they'd</p> <p>Have students give you several examples of possessive nouns and also examples of contractions. Write them on the board or a chart.</p> <p>Apostrophes Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair an apostrophe word bank, and white boards. 3. Working together, pairs review each of the items in the Word Bank and write the word correctly using an apostrophe. 4. When all the words have been written, pair is to select 5 of the words and use them in a sentence. 5. When finished, pair joins another pair and share the sentence. 	<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.

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!)

Consult 4 Kids Lesson Plans

3rd Grade s or es

s

es

mix
wash
toss
watch
work
play
leap
feed
talk
crawl
wait
pass
wish
ask
reach

cover
burn
pitch
sing
buzz
miss
march
class
fix
dress
press
jump
cross
climb
box

3rd Grade Apostrophes

Apostrophe Word Bank	
blouse belongs to Nancy (Nancy's blouse)	will not (won't)
report card belongs to Jack	I am
blanket belongs to the baby	do not
stapler belongs to the teacher	can not
trophy belongs to the team	should not
apple belongs to the witch	you are
computer belongs to Sue	they would
football belongs to Nate	he is
sticks belong to the Scouts	are not
dress belongs to mother	it is
gum belongs to Melody	you would
book belongs to the library	he did
cup belongs to Shelly	we did

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Compound Syllables
Focus:	Vocabulary (Syllables in Compound Words), Questioning and Dictionary Skills

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

What do you know about dividing words into syllables? Why is this an important skill? When would you use your understanding of syllables? What do you know about alphabetical order? How does this help us organize the words that are in a dictionary?

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).

Consult 4 Kids Lesson Plans

<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>Slow Reading: Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Syllables—Compound Words</p> <p>Every word has at least one syllable. Words can also have 2, 3, 4, 5 syllables or more. When you say a word aloud it is easy to hear the syllables or parts of the word. Each syllable must have a vowel sound (even if there are two vowels needed to make that sound). When you divide compound words into syllables, one of the divisions must be between the two words put together to become the compound word. For example: baseball is base / ball; basketball would be bas / ket / ball. It has three syllables because the base word has two syllables.</p> <p>Have students share several compound words with you. Write them on the board or chart paper. After writing the word, go back and divide the word into syllables.</p> <p>Compound Syllables</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a list of compound words and white boards. 3. Working together, students review each compound word and then write the word in syllables on the white board. 4. Activity is complete when all of the words have been written by syllables on the white board. 	
<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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of</p>

Consult 4 Kids Lesson Plans

<p>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>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>Dictionary Skills</p> <p>In order to use a dictionary more effectively it is important to understand the two words at the top of a page known as guide words. The words at the top of the page indicate that all of the words on that page will come between the two guide words. The dictionary is a listing of words in alphabetical order, so the guide words let you know what words are on each page.</p> <p>Practice the following with the students:</p> <p>Guide Words jelly and junk. What words that begin with "j" might come in between the two guide words? What might come before? What might come after?</p> <p>Before, After, or In Between</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Before, After, or In Between game board and deck of cards. 3. Shuffle the cards and place between the players beside the game board. 4. Player 1 draws a card looking at the two guide words on the card and the underlined entry word. Player decides whether the entry word comes before, after, or in between the guide words. 5. Example: guide words: jump and kite, entry word "junk" comes in between. 6. Player places the word in the correct column. 7. Play continues with Player 2. 8. Game is over when all cards are placed. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

Consult 4 Kids Lesson Plans

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

3rd Grade Compound Words

Compound Word List		
baseball	snowman	watermelon
turtleneck	grandma	keyboard
downstairs	eyeballs	undercover
overcoat	spyglass	overalls
somebody	doorbell	motorcycle
cornbread	seahorse	hammerhead
jellyfish	eyeglasses	rainbow
classroom	blackboard	basketball
lumberjack	paperwork	windshield
windowsill	wastebasket	firefighter

Consult 4 Kids Lesson Plans

3rd Grade Before, After or In Between

web well	window	bed baby	brown	lake leap	lend
ceiling cent	cement	slept smile	stove	belong brake	brain
doll even	draw	rest read	ruin	main mile	morning
frame first	frock	table test	tea	car crate	crest
space spell	student	alien apple	ape	travel trust	turn
pack pie	pelt	star stake	surf	food fool	fuel
idea Indian	irate	repair rest	return	sink slide	stripe
blender carpet	bust	oven pain	part	faucet foul	frost

Consult 4 Kids Lesson Plans

dishwasher drape	drain	microwave more	most	czar dark	dare
---------------------	-------	-------------------	------	--------------	------

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Before, After or In Between
Focus:	Vocabulary (Syllables in Compound Words), Summarizing, and Dictionary Skills

Materials:

Activities at end of lesson plan

White boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

What do you know about dividing words into syllables? Why is this an important skill? Where would you divide the word refrigerator? How about fantastic? When would you use your understanding of syllables? What do you know about alphabetical order? How does this help us organize the words that are in a dictionary? The words at the top of each dictionary page are guide words and they let you know that words on that page will fall between those two words? Is this important for you to know? How will you apply this knowledge?

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

*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

Consult 4 Kids Lesson Plans

<p>the lesson plan.</p> <ol style="list-style-type: none"> 5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded. 6. Celebrate success. 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level. <p>Fluency Activity of the Day</p> <p>Chunk Reading: This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences: <u>“Once upon a time</u> there was a prince who wanted to marry a princess; <u>but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	<p>practice (even if they move on with the story).</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>Syllables—Compound Words</p> <p>Every word has at least one syllable. Words can also have 2, 3, 4, 5 syllables or more. When you say a word aloud it is easy to hear the syllables or parts of the word. Each syllable must have a vowel sound (even if there are two vowels needed to make that sound). When you divide compound words into syllables, one of the divisions must be between the two words put together to become the compound word. For example: baseball is base / ball; basketball would be bas / ket / ball. It has three syllables because the base word has two syllables.</p> <p>Have students share several compound words with you. Write them on the board or chart paper. After writing the word, go back and divide the word into syllables.</p> <p>Compound Syllables</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a list of compound words and white boards. 3. Working together, students review each compound word and then write the word in syllables on the white board. 4. Activity is complete when all of the words have been written by syllables on the white board. 	
<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>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</p>

Consult 4 Kids Lesson Plans

<p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Summarizing: Somebody/Wanted? But? So: This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1st Square: somebody (Identify the character), 2nd Square: Wanted (Describe the character's goal), 3rd Square: But (Describe the conflict or the problem), 4th Square: So (Describe the resolution of the conflict.)</p>	<p>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>Dictionary Skills In order to use a dictionary more effectively it is important to understand the two words at the top of a page known as guide words. The words at the top of the page indicate that all of the words on that page will come between the two guide words. The dictionary is a listing of words in alphabetical order, so the guide words let you know what words are on each page.</p> <p>Practice the following with the students: Guide Words jelly and junk. What words beginning with "j" might come in between the two guide words? What might come before? What might come after?</p> <p>Before, After, or In Between Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Before, After, or In Between game board and deck of cards. 3. Shuffle the cards and place between the players beside the game board. 4. Player 1 draws a card looking at the two guide words on the card and the underlined entry word. Player decides whether the entry word comes before, after, or in between the guide words. 5. Example: guide words: jump and kite, entry word "junk" comes in between. 6. Player places the word in the correct column. 7. Play continues with Player 2. 8. Game is over when all cards are placed. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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

3rd Grade Compound Words

Compound Word List		
baseball	snowman	watermelon
turtleneck	grandma	keyboard
downstairs	eyeballs	undercover
overcoat	spyglass	overalls
somebody	doorbell	motorcycle
cornbread	seahorse	hammerhead
jellyfish	eyeglasses	rainbow
classroom	blackboard	basketball
lumberjack	paperwork	windshield
windowsill	wastebasket	firefighter

Consult 4 Kids Lesson Plans

3rd Grade Before, After or In Between

web well	window	bed baby	brown	lake leap	lend
ceiling cent	cement	slept smile	stove	belong brake	brain
doll even	draw	rest read	ruin	main mile	morning
frame first	frock	table test	tea	car crate	crest
space spell	student	alien apple	ape	travel trust	turn
pack pie	pelt	star stake	surf	food fool	fuel
idea Indian	irate	repair rest	return	sink slide	stripe
blender carpet	bust	oven pain	part	faucet foul	frost

Consult 4 Kids Lesson Plans

dishwasher drape	drain	microwave more	most	czar dark	dare
---------------------	-------	-------------------	------	--------------	------

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Root Words and Apostrophes
Focus:	Vocabulary (Root Words), Summarizing, and Apostrophes

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 root words? What is a suffix? What happens to a word when you add a suffix? What is an apostrophe? Why would you use an apostrophe? If you use an apostrophe, like in the word I'll, what letters is the apostrophe taking the place of? What do you call words like I'll? 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:

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

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

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

Consult 4 Kids Lesson Plans

<p>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>Root Words + -s, -es</p> <p>A root word is the base word. When you have a root word that ends in ch, sh, s, ss, or x, you will add –es. This will make another syllable to the word. When words end in other letters you will add the s only. This will not add another syllable. When you listen to yourself say the word aloud, if you hear a new syllable you will know to add the –es.</p> <p>Review several examples with students. Write them on the board and remind students why you are adding either –s or –es.</p> <p>s or es</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a game board and a list of words. 3. Working together, students read through the list of words and decide which column the word should be placed into -s or -es. 4. Students write the word in the correct column. <p>When students have sorted the words, ask them to select 5 words and write an original sentence with each word.</p>	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

Consult 4 Kids Lesson Plans

<p>Activity</p> <p>Summarizing: 10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	
<p>Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Apostrophes An apostrophe is a punctuation mark (') that is used to make a noun possessive (show ownership) or in a contraction to replace a letter or group of letters that have been left out. Examples: John’s nose, Mary’s mouth, Reba’s hair and don’t, I’ve, they’d</p> <p>Have students give you several examples of possessive nouns and also examples of contractions. Write them on the board or a chart.</p> <p>Apostrophes Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair an apostrophe word bank, and white boards. 3. Working together, pairs review each of the items in the Word Bank and write the word correctly using an apostrophe. 4. When all the words have been written, pair is to select 5 of the words and use them in a sentence. 5. When finished, pair joins another pair and share the sentence. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade s or es

s

es

Consult 4 Kids Lesson Plans

mix
wash
toss
watch
work
play
leap
feed
talk
crawl
wait
pass
wish
ask
reach

cover
burn
pitch
sing
buzz
miss
march
class
fix
dress
press
jump
cross
climb
box

3rd Grade Apostrophes

Apostrophe Word Bank	
blouse belongs to Nancy (Nancy's blouse)	will not (won't)
report card belongs to Jack	I am
blanket belongs to the baby	do not
stapler belongs to the teacher	can not
trophy belongs to the team	should not
apple belongs to the witch	you are
computer belongs to Sue	they would
football belongs to Nate	he is
sticks belong to the Scouts	are not
dress belongs to mother	it is
gum belongs to Melody	you would
book belongs to the library	he did
cup belongs to Shelly	we did

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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:

Comma Happy
Apostrophes
Alphabetical Order
Before, After, or In Between
In Order

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

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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