

Consult 4 Kids Lesson Plans

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| Component: | English Language Arts |
| Grade Level: | 3 rd Grade |
| Lesson Title: | Dividing Into Syllables |
| Focus: | Vocabulary (Syllables), Predicting, Sentence Builders |

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

What are the guidelines for dividing words into syllables? Make a list of 10 words, 3 syllables or more. Divide the words into syllables. What do you know about building a sentence? What does it take to build a sentence of 7-10 words? Write several sentences on the board or a chart. Divide the sentences into subjects and predicates.

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

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

Fluency Activity of the Day

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

Vocabulary

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

Syllables

For the next 2 days we will focus on syllables and the patterns and guidelines that help you to divide words into syllables. Every word has at least one syllable. Each syllable must have a vowel sound (even if that single vowel sound is made by more than 1 vowel). A vowel can stand alone as a syllable or can be with one or more consonants.

Before dividing a word into syllables, look to see if the word begins with the syllable “be”, “de”, “ex”, or “re”. If the word does begin with one of these four syllables, divide the word after this syllable.

Dividing Into Syllables

Directions:

1. Divide students into pairs.
2. Give each pair a Dividing Into Syllables Game board and Word Bank.
3. Working together, pair places each word in the Word Bank on the game board, writing the word by syllables.
4. When pair is finished they should compare their game board 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.

Activity

Predicting

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

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| <p>they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p> | |
| <p style="text-align: center;">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>Sentence Builder We have reviewed the importance of each sentence having both a subject and a predicate. We have looked at sentence fragments which have either a subject or a predicate but not both, or are simply a phrase that makes no sense. We have also looked at run-on sentences. For the next two days, students will create sentences and share those sentences with one another.</p> <p>Sentence Builder <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio three 6-sided dice and a white board or paper. 3. Working together, students will roll at least two dice and can select to roll three dice. 4. Once the dice have been rolled, trio will know how many words must be in the sentence they are going to write. 5. Students create the sentence. 6. Students must roll the dice a minimum of 12 times. 7. When pairs are finished, they should share their sentences with another pair. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

Closing

Review

Say:

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

Debrief

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.

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Reflection (Confirm, Tweak, Aha!)

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

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3rd Grade Dividing Into Syllables Game Board

| be | de | ex | re |
|----|----|----|----|
| | | | |

3rd Grade Dividing Into Syllables Word Bank

because

become

befriend

behind

believe

below

beneath

decentralize

defend

delete

design

detail

detour

exceed

excuse

exercise

exhale

exit

expand

expo

extinct

rebuild

recall

recycle

remade

repeat

replay

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|----------------------|------------------------------------------------------|
| Component: | English Language Arts |
| Grade Level: | 3 rd Grade |
| Lesson Title: | T, D or ED |
| Focus: | Vocabulary (Syllables), Predicting, Sentence Builder |

Materials:

Activities at end of lesson plan

White Boards and pen and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

What are the guidelines for dividing words into syllables? Make a list of 10 words, 3 syllables or more. Divide the words into syllables. What do you know about building a sentence? What does it take to build a sentence of 7-10 words? Write several sentences on the board or a chart. Divide the sentences into subjects and predicates.

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

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

Fluency Activity of the Day

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

For the next day we will focus on syllables and the patterns and guidelines that help you to divide words into syllables. Every word has at least one syllable. Each syllable must have a vowel sound (even if that single vowel sound is made by more than 1 vowel). A vowel can stand alone as a syllable or can be with one or more consonants.

Before dividing a word into syllables, look to see if the word ends in "ed". If the word ends in "ed" ask yourself what you hear. Do you hear a "t" sound? Do you hear an "ed" sound (like a person's name—Ed)? Do you hear only a "d" sound? If you hear the "ed" sound, you will divide the word into syllable, having the ed create its own syllable.

T, D, or ED

Directions:

1. Divide students into pairs.
2. Give each pair a T, D, or ED game board and word bank.
3. Working together, pair determines which column the word goes into and then writes the word by syllables in that column.
4. When pair is finished, they should compare 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

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

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| <p>Clarifying: Silly Questions: Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will 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>Sentence Builder We have reviewed the importance of each sentence having both a subject and a predicate. We have looked at sentence fragments which have either a subject or a predicate but not both, or are simply a phrase that makes no sense. We have also looked at run-on sentences. Today students will create sentences and share those sentences with one another.</p> <p>Sentence Builder Directions:</p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio three 6-sided dice and a white board or paper. 3. Working together, students will roll at least two dice and can select to roll three dice. 4. Once the dice have been rolled, trio will know how many words must be in the sentence they are going to write. 5. Students create the sentence. 6. Students must roll the dice a minimum of 12 times. 7. When pairs are finished, they should share their sentences with another pair. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

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| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>DIGA 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.</p> |
| <p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. |

3rd Grade T, D or ED Game Board

| T | D | ED |
|---|---|----|
| | | |

3rd Grade T, D or ED Word Bank

acted

asked

booked

camped

captured

chased

cooked

dented

dreamed

footed

frayed

freed

heated

looked

parted

played

promised

squinted

stashed

stayed

talked

tucked

used

wished

Consult 4 Kids Lesson Plans

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|----------------------|---------------------------------------------------------|
| Component: | English Language Arts |
| Grade Level: | 3 rd Grade |
| Lesson Title: | Consonant Plus le |
| Focus: | Vocabulary (Syllables), Predicting and Run-on Sentences |

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 are some of the rules that will help you divide words into syllables? What must be in every syllable? Can a vowel be a syllable by itself? What is a run-on sentence? What do you need to do with a run-on sentence to make it be clearer to the person who is reading or speaking?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

Fluency Activity of the Day

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

Vocabulary

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

Syllables

For the next 6 days we will focus on syllables and the patterns and guidelines that help you to divide words into syllables. Every word has at least one syllable. Each syllable must have a vowel sound (even if that single vowel sound is made by more than 1 vowel). A vowel can stand alone as a syllable or can be with one or more consonants.

Before dividing words into syllables check to see if the word ends in a consonant + le. The consonant + le forms the final syllable in the word. There is one exception and that is words that end in ck before the le ending. If the word follows this pattern, divide the word after the ck.

Consonant + le

Directions:

1. Divide students into pairs.
2. Give each pair a set of Consonant + le cards.
3. Shuffle the deck and place face down between the players.
4. Player 1 draws a card and tells how to divide the word into syllables.
5. Player 2 continues in the same way.

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.

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| <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 style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Run-On Sentences A run-on sentence combines two or more thoughts or ideas that would best stand alone. Sometimes run-on sentences are created by connecting your thoughts with the word “and” which allows the sentence to continue on and on. Certainly not every sentence with the conjunction and in it is a run-on sentence. As the writer of the sentence the questions are: How many thoughts in this sentence? Is the sentence long and awkward to read and make sense of? Could I make this easier to understand if I wrote several smaller sentences instead of this one long, run-on sentence? Put the following run-on sentence on the board or chart. The birthday cake was decorated in yellow flowers and we had yellow hats and streamers to decorate the table and we had invited 14 friends to the party. Go through the process of asking the questions and then rewrite, making changes to make meaning easier for the reader.</p> <p>Run-On Sentences Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Run-On Sentence card and white boards. 3. Ask them to read the Run-on Sentence Card, ask themselves the questions and then rewrite the sentence into smaller units as appropriate. 4. When finished pair should share with another pair. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

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

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Reflection (Confirm, Tweak, Aha!)

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

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3rd Grade Consonant + le

| | | |
|---------|--------|---------|
| able | pickle | eagle |
| tumble | fumble | rubble |
| purple | fumble | little |
| stumble | idle | apple |
| bumble | cycle | handle |
| recycle | bumble | turtle |
| rumble | bubble | eagle |
| fiddle | middle | shamble |
| amble | sample | trouble |

3rd Grade Run-On Sentence Card

Jorge and Martin are going to spruce up the backyard and they went to the store to buy some bedding plants, flowers, and fertilizer and then they borrowed a truck to take all of the things to the house and unloaded everything and now they are hard at work in the back yard preparing the soil and planting.

Jill saw a dog walking along the sidewalk without its owner and she became very concerned and she called to the dog so she could read its collar but it did not have any tag on the collar and Jill went inside and looked in the newspaper to see if someone had lost a dog and sure enough there was a lost do advertisement and so Jill called the number to let the owner know where he could find his dog and Jill was very happy.

Jack and Jill were going on a walk near their house and they saw a hill nearby and they decided it would be fun to walk up the hill and so they did and stopped at the top of the hill to check out the old well that we there and then decided it was time to go home as they were getting tired and so they started down the hill and Jack tripped and fell down and started rolling and Jill tripped over Jack and did exactly the same and they weren't hurt thank goodness.

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| | |
|----------------------|---------------------------------------------------------------|
| Component: | English Language Arts |
| Grade Level: | 3 rd Grade |
| Lesson Title: | VC VC Syllables |
| Focus: | Vocabulary (Syllables), Predicting, and Subjects of Sentences |

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

What do you know about dividing words into syllables? What are some of the guidelines that define the division of words into syllables? How would you divide the word terrific? How about reasonable? What are some of the words that make up the subject of a sentence? Can a subject be only one word? Give an example of a sentence with a one word subject. 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**

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

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

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

Fluency Activity of the Day

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.

Syllables

For the next 10 days we will focus on syllables and the patterns and guidelines that will help you divide the words into syllables. Every word has at least one syllable. Each syllable must have a vowel sound (even if that single vowel sound is made by more than 1 vowel).

A vowel can stand alone as a syllable or can be with one or more consonants.

One of the first things to do is to look at a word and check to see if there are two or more consonants between vowels. IF the answer is yes, then divide the word between the consonants. This syllable pattern would be written this way:

vc/cv

This stands for vowel-consonant-consonant-vowel. **Example:** letter would be divided as let/ter.

Have students give you several examples of words that have double consonants in the middle. The doubles may be the same letter or another combination of letters. **Exceptions** to this pattern would be words with digraphs in the middle such as in the word mother. The syllable is divided after the digraph as the "th" act as one sound.

VC/CV Syllable Division

Directions:

1. Divide students into pairs.
2. Give each pair a deck of Syllable Division Cards, scissors, construction paper and a glue stick.
3. Working together, students determine how the word will be divided, and then cut the word apart at the dividing point.
4. Students then paste the syllables of the word onto the construction paper.
5. When pairs are finished they should share their paper 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).

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-

Consult 4 Kids Lesson Plans

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| <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Predicting 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>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>Subjects of Sentences When you write a sentence, it has two parts, a subject and a predicate. The subject tells you who or what the sentence is about. The predicate tells you what the who or what is doing. The subject of the sentence will answer the question: Who or What? Sometimes the subject of a sentence is only one word: <u>Cats</u> meow. <u>Dogs</u> bark. <u>John</u> jumped. Sometimes the subject will have a number of words: <u>The orange and white cats</u> meow. <u>The furry, black dogs</u> bark. <u>Athletic John</u> jumped. One of the ways that we indicate which part of a sentence is the subject is to underline it one time. Have students share several sentences. Write them on the white board or chart. Ask students to identify the subject of each sentence and underline it one time. If students give you single word subjects, ask them to expand the subject by adding adjectives.</p> <p>Subjects Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a die and a white board. 2. Working together, pair rolls the dice. 3. The pair must then create a sentence that has the number of words in the subject that is indicated by the die. For example if the pair rolls a 3, then they might write: The funny clown... whereas if the rolled a 6, they might write: The red-nosed, white-faced, very funny clown.... 4. Pair should share several of their sentences with another pair. | <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 Syllables VC/CV Pattern

| | | |
|---------|---------|---------|
| hubcaps | mirror | blanket |
| puppy | pillow | kitten |
| window | pasture | curtain |
| carpet | hollow | monkey |
| candy | rabbit | pencil |
| button | torso | slipper |
| mitten | marker | pattern |

Consult 4 Kids Lesson Plans

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|----------------------|----------------------------------------------------------|
| Component: | English Language Arts |
| Grade Level: | 3 rd Grade |
| Lesson Title: | CK or X |
| Focus: | Vocabulary (Syllables), Clarifying, and Run-on Sentences |

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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 the rules about dividing words into syllables? Make a list of at least 10 words. Divide those words into syllables?

What is a run-on sentence? How can you avoid writing run-on sentences?

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.

*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

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

Vocabulary

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

Syllables

For the next 5 days we will focus on syllables and the patterns and guidelines that help you to divide words into syllables. Every word has at least one syllable. Each syllable must have a vowel sound (even if that single vowel sound is made by more than 1 vowel). A vowel can stand alone as a syllable or can be with one or more consonants.

Before dividing a word into syllables check to see if there is a "ck" or an "x". If there is, divide the word after the "ck" or the "x".

CK or X

Directions:

1. Divide students into pairs.
2. Give each pair a CK or X Word Bank and white boards.
3. Pair works through the word bank together, rewriting each word in syllables.
4. Pair then selects 5 of the words to write in a sentence.
5. Pair then shares sentences with another group.

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:

Individual Show-Off: Before class, use several of the interesting words in a sentence in

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

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| <p>the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p> | |
| <p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Run-On Sentences</p> <p>A run-on sentence combines two or more thoughts or ideas that would best stand alone. Sometimes run-on sentences are created by connecting your thoughts with the word “and” which allows the sentence to continue on and on. Certainly not every sentence with the conjunction and in it is a run-on sentence. As the writer of the sentence the questions are: How many thoughts in this sentence? Is the sentence long and awkward to read and make sense of? Could I make this easier to understand if I wrote several smaller sentences instead of this one long, run-on sentence?</p> <p>Put the following run-on sentence on the board or chart. The birthday cake was decorated in yellow flowers and we had yellow hats and streamers to decorate the table and we had invited 14 friends to the party.</p> <p>Go through the process of asking the questions and then rewrite, making changes to make meaning easier for the reader.</p> <p>Run-On Sentences</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Run-On Sentence card and white boards. 3. Ask them to read the Run-on Sentence Card, ask themselves the questions and then rewrite the sentence into smaller units as appropriate. 4. When finished pair should share with another pair. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

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| Closing |
| <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. |

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 CK or X Word Bank

axes

checkers

cookie

faxing

heckle

hexes

lacking

locket

maximum

nickel

oxen

package

saxophone

sixes

smacking

snacking

tackle

tacky

taxi

taxing

Texas

thicken

thicket

tickets

tickling

Xray

Consult 4 Kids Lesson Plans

3rd Grade Run-On Sentence Card

Jorge and Martin are going to spruce up the backyard and they went to the store to buy some bedding plants, flowers, and fertilizer and then they borrowed a truck to take all of the things to the house and unloaded everything and now they are hard at work in the back yard preparing the soil and planting.

Jill saw a dog walking along the sidewalk without its owner and she became very concerned and she called to the dog so she could read its collar but it did not have any tag on the collar and Jill went inside and looked in the newspaper to see if someone had lost a dog and sure enough there was a lost dog advertisement and so Jill called the number to let the owner know where he could find his dog and Jill was very happy.

Jack and Jill were going on a walk near their house and they saw a hill nearby and they decided it would be fun to walk up the hill and so they did and stopped at the top of the hill to check out the old well that was there and then decided it was time to go home as they were getting tired and so they started down the hill and Jack tripped and fell down and started rolling and Jill tripped over Jack and did exactly the same and they weren't hurt thank goodness.

Consult 4 Kids Lesson Plans

| | |
|----------------------|-------------------------------------------------------|
| Component: | English Language Arts |
| Grade Level: | 3 rd Grade |
| Lesson Title: | V CV Syllables |
| 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 do you know about dividing words into syllables? What are some of the guidelines that define the division of words into syllables? How would you divide the word terrific? How about reasonable? What are some of the words that make up the subject of a sentence? Can a subject be two words? What is the importance of asking questions to strengthen your understanding of what you have read?

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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

Fluency Activity of the Day

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

Vocabulary

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

Syllables

For the next 9 days we will focus on syllables and the patterns and guidelines that help you to divide words into syllables. Every word has at least one syllable. Each syllable must have a vowel sound (even if that single vowel sound is made by more than 1 vowel). A vowel can stand alone as a syllable or can be with one or more consonants. One of the first things to do is to look at a word and check to see if the vowel is long. These are known as open syllables. An open syllable is when the last element in the syllable is a vowel sound. The pattern looks like this:

v/cv

This stands for vowel-consonant- vowel. **Example:** motel mo/tel

Have students give you several examples of words that have a long vowel sound in the first syllable. Discuss them with the students.

V/CV Syllable Division

Directions:

1. Divide students into pairs.
2. Give each pair a deck of Syllable Division Cards, scissors, construction paper and a glue stick.
3. Working together, students determine how the word will be divided, and then cut the word apart at the dividing point.
4. Students then paste the syllables of the word onto the construction paper.
5. When pairs are finished they should share their paper 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

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

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| <p>check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Clarifying: Charades: choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p> | <p>the group is thinking.</p> |
| <p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Subjects of Sentences When you write a sentence, it has two parts, a subject and a predicate. The subject tells you who or what the sentence is about. The predicate tells you what the who or what is doing. The subject of the sentence will answer the question: Who or What? Sometimes the subject of a sentence is only one word: <u>Cats</u> meow. <u>Dogs</u> bark. <u>John</u> jumped. Sometimes the subject will have a number of words: <u>The orange and white cats</u> meow. <u>The furry, black dogs</u> bark. <u>Athletic John</u> jumped. One of the ways that we indicate which part of a sentence is the subject is to underline it one time. Have students share several sentences. Write them on the white board or chart. Ask students to identify the subject of each sentence and underline it one time. If students give you single word subjects, ask them to expand the subject by adding adjectives.</p> <p>Subjects Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a die and a white board. 2. Working together, pair rolls the dice. 3. The pair must then create a sentence that has the number of words in the subject that is indicated by the die. For example if the pair rolls a 3, then they might write: The funny clown... whereas if the rolled a 6, they might write: The red-nosed, white-faced, very funny clown.... 4. Pair should share several of their sentences with another pair. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade Syllables V/CV Pattern

| | | |
|---------|--------|--------|
| stapler | motel | remote |
| paper | over | poses |
| erase | iris | later |
| taken | lilac | pirate |
| unique | shady | pony |
| produce | open | table |
| music | mobile | noble |

Consult 4 Kids Lesson Plans

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|----------------------|------------------------------------------------------------------|
| Component: | English Language Arts |
| Grade Level: | 3 rd Grade |
| Lesson Title: | VC V Syllables |
| Focus: | Vocabulary (Syllables), Questioning, and Predicates of Sentences |

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 rules that will help you divide words into syllables? Why would you need to divide words into syllables? How would that skill help you when you are reading? What is a predicate? How many words can be found in a predicate? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

Consult 4 Kids Lesson Plans

students to the next level.

Fluency Activity of the Day

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.

Syllables

For the next 8 days we will focus on syllables and the patterns and guidelines that help you to divide words into syllables. Every word has at least one syllable. Each syllable must have a vowel sound (even if that single vowel sound is made by more than 1 vowel). A vowel can stand alone as a syllable or can be with one or more consonants.

Before dividing the word into syllables, look at the vowel. If the vowel is a short sound, divide the word after the consonant. These are closed syllables. The pattern looks like this

vc/v

This stands for vowel-consonant- vowel. **Example:** color col/or

Have students give you several examples of words that have a short vowel sound in the first syllable. Discuss them with the students.

VC/V

Directions:

1. Divide students into pairs.
2. Give each pair a deck of Syllable Division Cards, scissors, construction paper and a glue stick.
3. Working together, students determine how the word will be divided, and then cut the word apart at the dividing point.
4. Students then paste the syllables of the word onto the construction paper.
5. When pairs are finished they should share their paper 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)

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During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

Consult 4 Kids Lesson Plans

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| <p style="text-align: center;">Activity</p> <p>Questioning: I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? 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>Predicates of Sentences When you write a sentence, it has two parts, a subject and a predicate. The subject tells you who or what the sentence is about. The predicate tells you what the who or what is doing. The subject of the sentence will answer the question: Who or What? The predicate will answer the questions what did the person do or what happened. A predicate can have only one word, the verb, or it can have many words in the complete predicate. The way we indicate which part of the sentence is the predicate, is by making two lines under the predicate. Ask students to give you several sentences. Write them on the board or chart. Ask students to tell you which part is the predicate and underline it twice. If you have only one or two words in all of the sentences, ask students to expand the predicate.</p> <p>Predicates Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a die and a white board. 2. Working together, pair rolls the dice. 3. The pair must then create a sentence that has the number of words in the subject that is indicated by the die. For example if the pair rolls a 3, then they might write: ...rolled the ball, whereas if the rolled a 6, they might write: ...rolled the ball down the street. 4. Pair should share several of their sentences with another pair. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

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

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

3rd Grade Syllables VC/V Pattern

| | | |
|--------|--------|----------|
| gravel | lily | shovel |
| limit | image | cavern |
| closet | frolic | olive |
| famish | linen | seventh |
| devil | lemon | frosting |
| vowel | talent | clever |
| money | any | habit |

Consult 4 Kids Lesson Plans

| | |
|----------------------|------------------------------------------------------------|
| Component | English Language Arts |
| Grade Level: | 3 rd Grade |
| Lesson Title: | Sentence Fragments |
| Focus: | Vocabulary (Syllables), Questioning and Sentence Fragments |

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 is a sentence fragment? What would you need to do to correct a sentence fragment?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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

Fluency Activity of the Day

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

Vocabulary

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

Syllables

For the next 4 days we will focus on syllables and the patterns and guidelines that help you to divide words into syllables. Every word has at least one syllable. Each syllable must have a vowel sound (even if that single vowel sound is made by more than 1 vowel). A vowel can stand alone as a syllable or can be with one or more consonants.

Before dividing a word into syllables check to see if the word is a compound word. If the word is compound, divide the word where the two parts of the word come together to create the compound word. Some compound words have more than two syllables: basketball. The compound word division would be between basket and ball, and then applying the rule about a double consonant in the word, you would divide bas – ket – ball, creating the three syllables of the word.

Syllables in Compound Words

Directions:

1. Divide students into pairs
2. Have each pair brainstorm as many compound words as they can in 3 minutes
3. Write the collective list of words on the board or chart
4. Have each pair divide the words into syllables writing on a white board
5. Have pair use 5 of the words in a sentence.

Compound Word suggestions:

baseball, firefighter, snowman, turtlenecks, watermelon, grandma, keyboard, basement, eyeballs, undercover, overcoat, sunglasses, doorbell, motorcycle, somewhere, jellyfish, rainbow, highchair

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).

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-

Consult 4 Kids Lesson Plans

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| <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Questioning: Question and Connection: Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p> | <p>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>Sentence Fragments A sentence fragment is a part of a sentence and the writer has indicated through punctuation that he/she believes it is a complete sentence. A fragment does not express a complete thought. A fragment can be a subject only or a predicate only but it will not have both. When you read a fragment it will not make sense. You will have the feeling that something is missing.</p> <p>Write several sentence fragments on the board or chart and ask the students to tell you what is missing—the subject or the predicate. Ask students to help you add the words that are missing. Write those words and reread to be sure that you have a complete sentence.</p> <p>What’s Missing? Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a What’s Missing? Phrase Bank and a game board. 3. Working together, pair decides whether the phrase is a subject or a predicate and then writes a complete sentence under the subject or the predicate column on the game board, depending on which column the provided phrase indicates. For example of the phrase is “ran quickly across the lawn” the student would identify this as a predicate with a missing subject. So in the predicate column the pair would write a complete sentence: Jack and his dogs ran quickly across the lawn. 4. When pairs have finished they should share sentences with other pairs. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

| Closing |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Review</p> <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 What's Missing Game Board

| Subject | Predicate |
|---------|-----------|
| | |

3rd Grade What's Missing Phrase Bank

a penguin

cleaned the bedroom

the button on the shirt

any two shirts

design clothing

bake a cobbler

Jack and Jill

the tree branch

fell down and was hurt

Jill quickly

Frank

watched the TV show

every Monday night

fundamental truth

nearly walked off

the attorney and his client

after the boat overturned near the ocean

happened a month ago

the friendly, little puppy

beyond the nearest mountains

the brown, speckled egg

nearing San Francisco

wearing a pink shirt

Consult 4 Kids Lesson Plans

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|----------------------|-------------------------------------------------------------|
| Component: | English Language Arts |
| Grade Level: | 3 rd Grade |
| Lesson Title: | How Many Do You Hear? |
| Focus: | Vocabulary (Syllables), Summarizing, and Sentence Fragments |

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 sentence fragments? What is missing in a sentence fragment? How can you correct it?

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

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

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

Vocabulary

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

Syllables

For the next 3 days we will focus on syllables and the patterns and guidelines that help you to divide words into syllables. Every word has at least one syllable. Each syllable must have a vowel sound (even if that single vowel sound is made by more than 1 vowel). A vowel can stand alone as a syllable or can be with one or more consonants.

Before dividing a word into syllables check to see if there are two vowels together in the word. Say the word to yourself. Ask yourself if each vowel has its own sound. For example, in the word preen, there are two “e’s” but only one sound, but in the word diet, you can hear the “i” and you can hear the “e”. If you can hear only one sound, do not divide between the vowels. If you can hear both vowel sounds, divide the word between the vowels.

How Many Do You Hear?

Directions:

1. Divide students into pairs.
2. Have pair review a How Many Do You Hear Word Bank and white boards.
3. Pair should review the Word Bank and first determine how many vowel sounds they hear and then write the word by syllables on the white board.
4. When they have completed the list, pair should think of 5 words that follow the pattern of two vowels together.
5. Pair should find another pair and challenge them to divide the words they have found into syllables.

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).

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

Consult 4 Kids Lesson Plans

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| <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>Sentence Fragments A sentence fragment is a part of a sentence and the writer has indicated through punctuation that he/she believes it is a complete sentence. A fragment does not express a complete thought. A fragment can be a subject only or a predicate only but it will not have both. When you read a fragment it will not make sense. You will have the feeling that something is missing.</p> <p>Write several sentence fragments on the board or chart and ask the students to tell you what is missing—the subject or the predicate. Ask students to help you add the words that are missing. Write those words and reread to be sure that you have a complete sentence.</p> <p>What's Missing? Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a What's Missing? Phrase Bank and a game board. 3. Working together, pair decides whether the phrase is a subject or a predicate and then writes a complete sentence under the subject or the predicate column on the game board, depending on which column the provided phrase indicates. For example of the phrase is "ran quickly across the lawn" the student would identify this as a predicate with a missing subject. So in the predicate column the pair would write a complete sentence: Jack and his dogs ran quickly across the lawn. 4. When pairs have finished they should share sentences with other pairs. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

Consult 4 Kids Lesson Plans

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 How Many Do You Hear? Word Bank

being

breakfast

cereal

coin

competition

diet

factual

green

guitar

head

idea

iota

leather

lion

lotion

rooting

sleeve

stadium

studying

video

violent

void

weighed

3rd Grade What's Missing Game Board

| Subject | Predicate |
|---------|-----------|
| | |

3rd Grade What's Missing Phrase Bank

a penguin

cleaned the bedroom

the button on the shirt

any two shirts

design clothing

bake a cobbler

Jack and Jill

the tree branch

fell down and was hurt

Jill quickly

Frank

watched the TV show

every Monday night

fundamental truth

nearly walked off

the attorney and his client

after the boat overturned near the ocean

happened a month ago

the friendly, little puppy

beyond the nearest mountains

the brown, speckled egg

nearing San Francisco

wearing a pink shirt

Consult 4 Kids Lesson Plans

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|----------------------|------------------------------------------------------------------|
| Component: | English Language Arts |
| Grade Level: | 3 rd Grade |
| Lesson Title: | Syllable Review and Predicates |
| Focus: | Vocabulary (Syllables), Summarizing, and Predicates of Sentences |

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 rules that will help you divide words into syllables? Why would you need to divide words into syllables? How would that skill help you when you are reading? What is a predicate? How many words can be found in a predicate? Write a sentence with a predicate that has three words. Share it with the group and underline the predicate with two lines. 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

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| <p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> 6. Celebrate success. 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level. <p>Fluency Activity of the Day</p> <p>All Read: During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p> | |
| <p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Syllables</p> <p>For the next 7 days we will focus on syllables and the patterns and guidelines that help you to divide words into syllables. Every word has at least one syllable. Each syllable must have a vowel sound (even if that single vowel sound is made by more than 1 vowel). A vowel can stand alone as a syllable or can be with one or more consonants. Today we will review the three patterns we have already reviewed: <i>vc/vc</i>, <i>vc/v</i>, and <i>vcv</i>.</p> <p>Syllable Review</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Syllable Review Game Board and set of Syllable Cards. 3. Working together, students will select a card, review the word, and determine which column it goes into. 4. Activity is over when all word cards are placed. | |
| <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Summarizing:</p> <p>10 or Less: Ask students to summarize in ten words or less the material that they have</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

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| <p>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 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>Predicates of Sentences</p> <p>When you write a sentence, it has two parts, a subject and a predicate. The subject tells you who or what the sentence is about. The predicate tells you what the who or what is doing. The subject of the sentence will answer the question: Who or What? The predicate will answer the questions what did the person do or what happened. A predicate can have only one word, the verb, or it can have many words in the complete predicate. The way we indicate which part of the sentence is the predicate, is by making two lines under the predicate. Ask students to give you several sentences. Write them on the board or chart. Ask students to tell you which part is the predicate and underline it twice. If you have only one or two words in all of the sentences, ask students to expand the predicate.</p> <p>Predicates</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a die and a white board. 2. Working together, pair rolls the dice. 3. The pair must then create a sentence that has the number of words in the subject that is indicated by the die. For example if the pair rolls a 3, then they might write: ...rolled the ball, whereas if the rolled a 6, they might write: ...rolled the ball down the street. 4. Pair should share several of their sentences with another pair. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

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

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

 3rd Grade Syllable Review

| | | |
|----------|---------|--------|
| gritty | slotted | grubby |
| sudden | darkest | hammer |
| savvy | support | temper |
| intent | tiny | voted |
| gripping | grimy | final |
| human | raving | saving |
| relax | mutate | sober |

Consult 4 Kids Lesson Plans

| | | |
|---------|-------|---------|
| finish | wagon | silent |
| rapid | camel | salad |
| spinach | cabin | promise |
| pelican | rapid | habit |
| money | any | clever |

Consult 4 Kids Lesson Plans

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|----------------------|-----------------------------------|
| 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

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

Consult 4 Kids Lesson Plans

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| <p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>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"> Subjects Predicates Run-On Sentences Sentence Fragments Sentence Builder | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |
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| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>LBNT</p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p> |

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