

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3rd Grade
<b>Lesson Title:</b>	Sight Words, Phrases, and Prefixes and Suffixes
<b>Focus:</b>	Fluency

**Materials:**

Lists of words attached. (The list contains all of the sight words and phrases. The words are separated by grade level. So are the phrases. The prefixes and suffixes are appropriate for grades 4<sup>th</sup> and 5<sup>th</sup>.)

### Opening

**State the objective**

The objective of this lesson is to provide you with a variety of ways to teach sight words, phrases, and prefixes and suffixes. If possible, fluency should be worked on every day in the program for 5-10 minutes.

**Gain prior knowledge by asking students,**

What does it mean to have sight words? Why are some words sight words while others can be sounded out and read that way? What about the word “the”? Why are practicing phrase important? It is a fact that 85% of words that have a prefix also have a suffix. What is a prefix? Give an example. What is a suffix? Give an example.

**Information for You**

Attached you will find a number of activities to use when supporting the learning of sight words. It is suggested that you duplicate these pages so you can have them to use when you need them. You may also want to duplicate the word lists for students. When working with students use a highlighter to show which words the student knows, and then after the student practices the unknown words and then learns them, highlight with a different color.

### Content (the “Meat”)

**Instruction / Demonstration (“I do” – “We do”)**

**Purpose:** Work through the process of practicing sight words.

**Baseball**

**Materials:**

Sight words of 4 levels.

- Make them on different colored cards and have the type of hit that each represents on each color posted somewhere that everyone can see it clearly.
- Places in the room marked as 1st base, 2nd base, 3rd base, and home plate.

1. Divide the students into 2 groups and let them name themselves.
2. Designate one team as home, and the other as visitors.
3. Mix up the cards. One child goes to the home plate.
4. Draw out a card.
5. Match the color to the type of hit they are trying for.

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

When you are intentionally teaching the skill of questioning, take the time to point out the many times during each day that asking a good question makes things easier. The ability to ask open ended questions is what keeps all of us on the same page.

Stop to help students understand how to ensure

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<ol style="list-style-type: none"> <li>6. If the student can read the card correctly, they may move according to the type of hit. (A single –move 1 base, a double - move 2 bases, a triple-move 3 bases, and a homerun-go all the way to home plate.)</li> <li>7. Make sure that you have some strike out cards in the word cards also.</li> <li>8. If the student is unable to read the word, it is considered an out.</li> <li>9. After 3 outs, the next team gets to "Bat". Keep the score so that everyone can see.</li> </ol>	<p>that they are on target.</p> <p>Take time to stop the class and ask them to question a partner.</p> <p>Check in often to see if they have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for “how” and “what” questions.</p> <p>Ask students to explain what is going on.</p>
<b>Students practice (“You do”)</b>	
<p><b>Tic Tac Toe</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• White board with the tic tac toe board drawn on it</li> <li>• Word Cards</li> </ul> <p><b>Directions</b></p> <ol style="list-style-type: none"> <li>1. Divide the children into pairs.</li> <li>2. Give each pair a set of sight words. Each player prepares a Tic Tac Toe Board, writing one sight word in each space.</li> <li>3. Players will choose one of the Tic Tac Toe Boards to play first.</li> <li>4. If player can read the word correctly, he she puts and X or O in space. If incorrect, the other person takes his/her turn.</li> <li>5. Play several games to determine the winner.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>Liked Best Next Time</p> <p>Ask students what they liked best about today’s activity.</p> <p>Ask students what they would change to make the activity better.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>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)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>
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### Sight Words, Sight Phrases, and Sight Affixes

Combining repeated reading strategies with sight word, fast phrases, and in grades 4<sup>th</sup> and up the 50 most common prefixes and suffixes (affixes) practice is also helpful. These lists of words, phrases and/or affixes can be found in your fluency binder. For the primary grades (Kindergarten through 3<sup>rd</sup>) you might want to consider actual individual word cards, for grades 4<sup>th</sup>-6<sup>th</sup> an actual list will suffice. Activities with these word card or lists can be included in the “When Homework Is Complete” center, table, or chart of what students do when they have no homework or they have finished for the day.

### Sight Words

Sight words are the basis for all reading skills. These are the common, everyday words that often defy phonic analysis. If they are not completely and fully committed to memory, reading is halting, slow and laborious. As you work with sight words, remember that it is vital to keep records of the student’s progress. Make a checklist to monitor mastery, and be sure to review mastered words several times to maintain the skill. Remember that for these words, simply figuring the word out is not good enough. The words should be recognized instantly, with no hesitations or miscues. Anything less will interfere with fluency and comprehension, and is likely to make reading more difficult in the long run.

Repetition is key to sight word acquisition. Young readers should be given opportunities to read and write a new sight word multiple times. Repetitive reading of texts featuring certain sight words is one strategy for helping children commit these words to memory. Also, to practice spelling sight words, parents and teachers can have children write and say aloud words several times. When a child writes and says the word at least five times in a row, she is more likely to commit it to memory.

The Sight Word lists that you have represent the 1,500 words that are most utilized in the English language. The words are listed in order of frequency, and mastery of the first 300 will help improve reading by leaps

and bounds. In the first 300 words about 60% of words found in common text, the words we use every day, are listed.

### Sight Word Tracking

For grades K-3, each child should have a set of word cards and a Master Word Sheet. Print the child’s name on the Master Word Sheet. For Kindergarten and First Grade, begin with 5 words at a time, for 2<sup>nd</sup> grade and up, work with 10 words at a time. Have children read the words (Kindergarten-3 from individual word cards) and highlight the words that the child does **NOT** know. For Kindergarten and First Graders, when they have 5 highlighted words, stop assessing. You will go to work with them on those 5 words while maintaining each child’s words that he/she knows. In 2<sup>nd</sup>- 8<sup>th</sup> grades, when there are 10 highlighted words, stop assessing and go to work on the 10 unknown words. Work with the sight words utilizing the strategies and activities described in the Sight Word information section.

### Sight Word Games

#### Bean Bag Toss

Materials:

- One piece of chart paper (24” x 36”) divided in 24 6” squares (4 across, 6 down)
- Bean Bag
- Word Cards

Attach the words to the chart paper with blue tape before the game is being played. Each child will take turns throwing the bean bag to a square. If the student can read the word the bean bag lands on, the child gets one point. (If you want to play cooperatively, each point counts toward the total number of points the children are trying to attain.) If the student misses the word, the other child gets the chance to say it. The child with the most points wins the game.



### Around the World

Materials:

- Word Cards

All the students sit in a circle. (Or the students can remain at their desks.) One student stands behind one student who is sitting. The teacher flashes them a sight word. Whoever says it first moves on to the next student. The student that makes it back to their own desk or starting point is the winner. This is a pretty popular game, but the little ones love to try to stop someone who is making it "Around the World"!

### Tic Tac Toe

Materials:

- White board with the tic tac toe board drawn on it
- Word Cards

Divide the children into X's and O's teams. Write words in the tic tac toe spaces. Take turns having a member of the team come up and selecting a space to read. If he is correct, they may put an X or O for their team. If they are incorrect, the other team gets to send a player to the board to try the same word. You can keep score if you want.

**Variation:** You can also give everyone a white board to make into the tic tac toe board, and put the list of words on the board. Have them place the words where they want in their board. As you call the words out, you will have to say if it is an X word or an O. The first one to tic tac toe is the winner.

### Wordo

Materials:

- Blank "Wordo " cards with 9, 16, or 25 blocks. (Look like BINGO cards)
- Copy of words being studied

Have students fill in the card with the words that you are working on. Tell them that each card will be different and to try to mix up the words they are using. Playing the game is just like BINGO. Call out the words and have the students spell it out loud with you and then mark their spaces. This will give those who are unsure of the word some extra help. The first one with a row covered calls out the word "WORDO"! Let the winner be the one who calls out the words the next time.

### Baseball

Materials:

Sight words of 4 levels.

- Make them on different colored cards and have the type of hit that each represents on each color posted somewhere that everyone can see it clearly.
- Places in the room marked as 1st base, 2nd base, 3rd base, and homeplate.

Divide the students into 2 groups and let them name themselves. Designate one team as home, and the other as visitors. Mix up the cards. One child goes to the homeplate. Draw out a card. Match the color to the type of hit they are trying for. If the student can read the card correctly, they may move according to the type of hit. (A single –move 1 base, a double - move 2 bases, a triple-move 3 bases, and a homerun-go all the way to homeplate.) Make sure that you have some strike out cards in the word cards also. If the student is unable to read the word, it is considered an out. After 3 outs, the next team gets to "Bat". Keep the score so that everyone can see.

### Erase Relay

Materials:

- Word lists on the chalkboard

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Write on the whiteboard two columns of words that are approximately equal in difficulty. Write as many words on the board as there are children in the relay. Children are divided into 2 teams, and stand in two lines at right angles to the whiteboard. At the signal, the first child in each line points at the first word in his respective column of words and pronounces that word. If his pronounces it correctly, he is allowed to erase that word. The game is won by the side that erases all the words first.

### Team Sight Word Race

Materials:

- A group size set of sight words

The children are divided into 2 groups. Each group takes a turn attempting to pronounce a word turned up from a pile of sight words. If one team misses, the opposite team then receives a chance to pronounce that word in addition to their regular turn. Score is kept on the number of words each team pronounces correctly. Do not have members sit down when they miss a word, but have each team member go to the back of the line after each try whether successful or not. This enables all members to gain equal practice and does not eliminate those people who need practice most.

### The Head Chair

Materials:

- Group size cards

Mark one chair in the circle as the "Head Chair". Play begins when you flash a card to the person in the "Head Chair". A child can stay in his chair only until he misses a word. When he misses a word, he goes to the end chair and all the children will move up one chair. The object of the game is to try to end up in the "Head Chair".

## Additional Sight Word Activities

### Activity #1

Scatter the sight words on index cards, face-up, around a play area. Use one copy of the word for each child playing the game. That is, if three children are playing, use three copies of each word. Call a word from the list and challenge the students to be first to find and run to the target word. You can make this as competitive or cooperative as you'd like, or even try to beat previous records.

### Activity #2

Spell the sight words using magnetic letters. If possible, use a lower case letter set. You can begin by arranging the letters and having your student read the word, then progress to dictating the word and allowing the student to spell.

### Activity #3

Make one set of word cards for each child playing. Shuffle all cards together and place face down in the center of the play area. Choose a word to be the "Secret Word." Have each player take turns turning over the top card from the deck and flipping it so all can see. When the "secret word" is turned up, the first player to read it correctly gets to keep the word. The player with the most cards at the end of the game can be declared the winner if you wish.

### Activity #4

Hide word cards around the tutoring area. Have the students find them and return to you to read their cards. When one card has been read, the student can go out and look for another.

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### Activity #5

Make a set of word cards for the student. Show the cards one at a time and if the child reads it correctly, put a checkmark on the card. If ten checkmarks are accumulated, the word is often nearing mastery level, which can be cause for celebration.

### Activity #6

Use a double set of word cards (two of each word). Remove one card so that there is a word without a mate. Play a card game like Old Maid: deal the cards evenly to all players. Each player can take a turn choosing one card in secret from another player. If a match is made, those cards are laid down for a score.

### Activity #7

Highlight the targeted words in a passage of text. Read the text in unison, but allow the student to read the highlighted words alone.

### Activity #8

Make a worksheet with misspelled and correctly spelled versions of the target word. Challenge the student to mark those letter groups that spell the target word correctly. You could also do this with letter cards instead of a worksheet.

### Activity #9

Make a sign of each word being studied and tape the signs to the walls around the tutoring area. Call out words and have the students run (walk, crawl, hop, etc.) to the correct sign.

### Activity #10

Make a paper showing the target word at the top. Have the student copy the word in each of three to eight different colors.

### Activity #11

Use letter cards to spell the target words.

### Activity #12

Give each student a newspaper, old magazine or other text and a highlighting marker. See how many times each can find the targeted word or words in the text and highlight them.

### Activity #13

Write the word in large printing, and have the student glue yarn or string to the letters.

### Activity #14

Put the words on slips of paper and place inside plastic eggs. Hide the eggs around the tutoring area and have students find them and read the slips to you.



### Activity #15

Print the word on a whiteboard. Read the word together several times, spell it out loud, then erase a letter. Read the word again, visualizing the missing letter. Be sure to spell again on each round. Continue to erase, then read and spell until the word is no longer visible. Challenge the child to put it back.

### Activity #16

Give children letter cards that will spell the target word or words. Challenge them to sort themselves into the correct letter groups and stand in order to spell their word.

### Activity #17

Write the word in large print on the whiteboard or chalkboard and have the student trace over it several times with new colors.

List 1	List 2	List 3	List 4
a	it	be	there
the	they	on	with
and	would	when	had
I	is	me	are
to	in	like	so
was	have	then	went
my	that	were	up
of	for	all	at
we	you	go	said
he	she	get	them



List 5	List 6	List 7	List 8
if	out	play	their
her	him	some	house
one	will	what	back
because	not	this	charge
do	people	time	came
school	make	home	from
got	could	going	friends
his	or	good	too
about	can	as	other
day	very	down	after

List 9	List 10	List 11	List 12
don't	know	every	now
our	want	didn't	think
no	saw	two	come
just	friend	dog	take
has	did	help	nice
lot	more	mother	first
fun	see	an	best
things	big	also	put
by	us	around	how
little	your	started	man

List 13	List 14	List 15	List 16
Mom	let	love	only
who	eat	off	really
tell	give	even	food
over	told	thing	sometimes
Dad	world	work	football
family	right	class	called
name	again	where	father
next	try	boy	something
night	way	another	took
many	well	ran	old

List 17	List 18	List 19	List 20
once	kids	girl	brother
new	always	away	long
children	am	each	year
much	its	everyone	game
car	wanted	room	most
into	found	sister	cat
made	bed	any	homework
run	money	teacher	games
years	why	that's	thought
team	never	favorite	should

List 21	List 22	List 23	List 24
bad	way	three	door
Christmas	morning	happy	life
water	still	everybody	look
clean	here	until	someone
parents	looked	asked	ball
before	while	different	days
better	left	place	wouldn't
I'm	stop	sure	story
live	air	need	find
bus	can't	great	finally

List 25	List 26	List 27	List 28
together	than	couldn't	which
lived	getting	girls	watch
busy	end	person	being
anything	I'd	hard	kind
every	last	through	walking
been	named	hit	important
swimming	talk	fell	hope
keep	yes	animals	mean
buy	books	played	white
heard	stay	wish	week

List 29	List 30	List 31	List 32
might	balloons	pretty	doing
lots	call	almost	black
knew	sea	high	ride
scared	horses	same	walk
boys	baseball	care	gas
soon	later	few	Mr.
read	men	horse	teachers
lunch	bear	decided	wasn't
store	real	hurt	both
whole	start	book	fish

List 33	List 34	List 35	List 36
goes	president	learn	basketball
trees	TV	he's	circus
coming	playing	tried	four
dream	must	candy	lost
gave	show	fight	mad
outside	afraid	likes	clothes
sleep	gets	snow	grade
boat	dogs	done	ready
grader	street	use	trip
tree	cars	baby	turned



List 37	List 38	List 39	List 40
won	nothing	broke	all
does	running	job	myself
probably	you're	looking	oh
died	may	small	earth
own	both	today	hill
fast	city	having	summer
walked	ship	jump	beautiful
ask	Friday	okay	funny
land	grow	planet	happened
maybe	red	hour	park

List 41	List 42	List 43	List 44
upon	caught	enough	leave
eighth	five	times	move
comes	change	free	police
war	responsibilities	head	states
feet	they're	sports	feel
set	field	build	stuff
without	lady	except	united
bring	Mrs.	bike	miss
country	turn	half	suddenly
ate	animal	America	teach

List 45	List 46	List 47	List 48
catch	kept	seen	ground
fire	sit	shot	such
party	eyes	dinner	sudden
doesn't	top	its	trying
hair	trouble	sick	used
pick	fix	since	future
reason	front	space	music
second	else	sport	problem
winter	hot	schools	seventh
rest	math	Thanksgiving	weeks

List 49	List 50	List 51	List 52
won't	let's	buy	week
liked	mouse	window	explain
lives	cut	mark	lost
stopped	killed	heat	spring
talking	making	grew	travel
throw	riding	listen	wrote
win	rules	ask	farm
woke	becomes	single	circle
yard	God	clear	whose
believe	music	energy	correct

List 53	List 54	List 55	List 56
bed	war	sent	you're
measure	fly	present	free
straight	yourself	plan	fell
base	seem	rather	suppose
mountain	thus	length	natural
caught	square	speed	ocean
hair	moment	machine	government
bird	teacher	information	baby
wood	happy	except	grass
color	bright	figure	plane

List 57	List 58	List 59	List 60
street	wish	seven	modern
couldn't	soil	famous	fun
reason	step	late	catch
difference	human	pay	business
maybe	trip	sleep	reach
step	eye	iron	lot
mouth	woman	trouble	won't
history	milk	store	case
middle	choose	beside	speak
child	north	oil	shape

List 61	List 62	List 63	List 64
eight	copy	skin	ahead
edge	forest	wasn't	wrong
soft	especially	I've	practice
village	necessary	yellow	sand
object	he's	party	tail
age	unit	force	wait
minute	flat	test	difficult
wall	direction	bad	general
meet	south	temperature	cover
record	subject	pair	material

List 65	List 66	List 67	List 68
isn't	rich	race	island
thousand	team	bit	stone
sign	corner	result	wife
guess	cat	brother	we'll
forward	blood	addition	opposite
huge	amount	various	born
ride	garden	doesn't	sense
region	led	thin	cattle
nor	note	hit	million
period	dead	weight	anyone



List 69	List 70	List 71	List 72
rule	chance	bought	hope
science	thick	radio	song
afraid	sight	method	engine
women	pretty	king	board
produce	train	similar	control
pull	fresh	return	spread
son	drive	corn	evening
meant	lead	decide	brown
broken	break	position	clean
interest	sit	bear	wouldn't

List 73	List 74	List 75	List 76
section	century	capital	meat
spent	therefore	fill	lady
ring	level	deal	west
teeth	you'll	busy	glad
quiet	death	beyond	action
ancient	hole	send	pass
stick	coast	love	type
afternoon	crow	cool	attention
silver	sharp	cause	gas
nose	fight	please	kitchen

List 77	List 78	List 79	List 80
pick	arm	sheep	inch
scale	believe	I'd	sugar
basic	major	office	key
happen	gray	row	product
safe	wonder	contain	desert
grown	include	fit	bank
cost	describe	equal	farther
wear	electric	value	won
act	sold	yard	total
hat	visit	beat	sell

List 81	List 82	List 83	List 84
wire	exercise	useful	ate
rose	bread	public	dinner
cotton	process	according	hurt
spoke	nature	steel	spend
rope	apart	salt	experiment
fear	path	speech	touch
shore	careful	forth	drop
throughout	narrow	nation	chair
compare	mental	knowledge	east
movement	nine	appear	separate

List 85	List 86	List 87	List 88
truck	wheel	trade	string
sing	none	chief	sister
column	hill	month	familiar
twice	television	clothes	onto
particular	bill	doctor	imagine
shop	solve	indeed	blow
unless	pressure	dance	quick
spot	report	church	law
neither	farmer	original	lie
met	count	enjoy	final

List 89	List 90	List 91	List 92
rise	rode	supply	solid
loud	empty	laid	northern
fair	twenty	dear	flower
herself	broke	surprise	star
slow	nice	bun	feed
noise	effect	entire	wooden
statement	paid	fruit	sort
hungry	motion	crowd	develop
join	myself	band	shoulder
tube	divide	wet	variety

List 93	List 94	List 95	List 96
season	army	shot	twelve
share	cabin	angry	mine
jump	camp	southern	company
regular	danger	dress	current
represent	purpose	bag	pound
market	breakfast	proud	valley
we're	proper	neck	double
flew	coat	breath	till
finger	push	strength	match
expect	express	member	average

List 97	List 98	List 99	List 100
die	population	electricity	raise
liquid	finish	everybody	further
alive	station	rate	steam
stream	shook	dust	guide
provide	stage	worth	discover
drink	oxygen	community	plain
experience	poem	captain	usual
future	solution	bus	seat
tomorrow	burn	protect	accept
drove	cent	cook	success



List 101	List 102	List 103	List 104
traffic	whisper	council	conversation
yesterday	available	author	evidence
situation	college	organize	citizen
realize	furniture	concern	environment
message	leather	barbecue	influence
recently	husband	accident	cancel
account	principal	disease	audience
physical	medicine	construction	apartment
neighbor	excellent	motor	worse
excited	operation	affect	transportation

List 105	List 106	List 107	List 108
frozen	stomach	ability	social
waste	collect	arrange	factory
couple	prevent	rhythm	license
function	courage	avoid	recommend
connect	occur	daily	
project	foreign	identity	
pronounce	quality	standard	
offered	terrible	combine	
apply	instrument	attached	
improve	balance	frighten	

## **Fry Fast Phrases List #1**

the little boy  
a good boy  
is about me  
then you give  
was to come  
old and new  
what we know  
that old man  
in and out  
not up here  
good for you  
down at work  
with his cat  
it was new  
work on it  
can come here  
they will go  
are so long  
three of them  
before this one  
your little boy  
as long as  
but not me  
be here again  
have been good

## **Fry Fast Phrases List #2**

he has it  
can go  
they are here  
one by one  
good and wet  
came with me  
about a dog  
had a hat  
if you come  
some good candy  
up and down  
her green hat  
say and do  
when they come  
so I went  
my little house  
very good girl  
all around us  
would you like  
any good book  
have you been  
we are out  
here and there  
from my mother  
a nice day

## **Fry Fast Phrases List #3**

to go home  
see the dog  
then they went  
look at us  
yes and no  
play with him  
by the house  
he was going  
come to me  
get the cat  
in or out  
one, two, three  
to the man  
a little dog  
he has it  
sit by them  
how do you  
like the book  
in our car  
what do you  
do you know  
make a book  
which one is  
this much is  
about his frog

## **Fry Fast Phrases List #4**

who am I  
an old cat  
in their car  
she had some  
a new school  
he said it  
did not go  
a good boy  
three little dogs  
up and down  
go to work  
put it out  
we were there  
before you go  
just one day  
about this long  
here it is  
get the other  
our old car  
then take it  
cat has been  
again and again  
would give him  
day after day  
many of them

## **Fry Fast Phrases List #5**

saw a cat  
at home again  
as soon as  
stand on the  
in the box  
upon a time  
the first one  
came up to  
a tall girl  
a big house  
find a rock  
because it was  
made me mad  
could I go  
in the book  
look at that  
is my mother  
run out of  
at school today  
with the people  
all last night  
into my room  
began to say  
I think that  
on the back

## **Fry Fast Phrases List #6**

such a big box  
where it was  
I am not  
a great ball  
yesterday morning  
live in a  
four of them  
at last a  
color the box  
putting away he  
tall red hat  
friend of the  
to look pretty  
much to eat  
want to say  
one year old  
the white pine  
got a cup  
wanted to play  
found his dog  
that was left  
bring her home  
men were there  
as you wish  
red and black

## **Fry Fast Phrases List #7**

may come to  
he let us  
was to use  
these big chairs  
turn right at  
who were present  
we should leave  
her left hand  
more people can  
why not make  
be done better  
it was under  
while the rain  
should we do  
never would come  
two books each  
was the best  
at another time  
it would seem  
the pretty tree  
was her name  
very dear to  
the tall oak  
next to the  
call me so

## **Fry Fast Phrases List #8**

dog ran fast  
five blue balls  
read very well  
over the hill  
such a treat  
on the way  
eat too much  
shall sing for  
my own bed  
most of all  
sure am happy  
saw a thing  
only for fun  
please come to  
near the dog  
older than me  
in the open  
kind and good  
much go now  
high in the  
far and near  
both of you  
end of the  
would go also  
until we see

## Fry Fast Phrases List #9

go ask her  
a small tree  
a yellow box  
you may show  
mother goes home  
please clean this  
buy a present  
say thank you  
they will sleep  
open the letter  
jump the wall  
by myself  
go fly high  
please don't run  
a fast race  
a cold day  
must call today  
does come back  
a pretty face  
little green box  
for everyone  
I like brown  
your red coat  
six people ran  
gave a present

## Fry Fast Phrases List #10

the black hat  
in his ear  
write a letter  
to try it  
as for myself  
can no longer  
those were clean  
hold on tight  
full of water  
please carry it  
eight little ducks  
would you sing  
food was warm  
sit on the  
the black dog  
can you ride  
hot and cold  
grow the seed  
do not cut  
seven people came  
the pretty woman  
the funny monkey  
yes it is  
as he ate  
stop your car

## Fry Fast Phrases List #11

off his ship  
his sister went  
my happy mother  
once I went  
he didn't go  
set the table  
round and round  
dress the baby  
fail the test  
wash the clothes  
car will start  
ready to go  
anything to wear  
around the year  
close the door  
the bedroom wall  
gave some money  
turn the corner  
might be late  
hard, long, trail  
go to bed  
fine black line  
along the way  
on the chair  
I hope you

## Fry Fast Phrases List #12

start the fire  
ten little boys  
was on order  
part was missing  
the early bird  
the fat cat  
a third team  
was the same  
were in love  
can you hear  
yesterday he came  
eyes are blue  
door was open  
clothes are dry  
though he went  
at three o'clock  
second not last  
water is warm  
the little town  
took off his  
pair of mittens  
now getting dark  
want to keep  
head and neck  
warm the food

## Fry Fast Phrases List #13

the story told  
miss the bus  
with his father  
the children moved  
reached the land  
with great interest  
the state government  
within two feet  
the beautiful garden  
to be done  
the country house  
different from them  
the bad men  
across the ocean  
a fenced yard  
a winter morning  
a round table  
a bedtime story  
because I'm through  
he listened sometimes  
tried to run  
rode the horse  
something for his  
brought the salad  
the dancing shoes

## Fry Fast Phrases List #14

time after time  
has come yet  
true or false  
above the door  
still, cool, water  
meet me at  
since we started  
a number of  
please state your  
does it matter  
draw the line  
did you remember  
the large hen  
a few came  
hit the ball  
under the cover  
the open window  
store the box  
in the city  
are we together  
the bright sun  
all my life  
across the street  
at the party  
suit was ready

## Fry Fast Phrases List #15

said the word  
was almost lost  
the quickly thought  
sent the letter  
receive the gift  
had to pay  
better than nothing  
what I need  
mean to cry  
spoke too late  
only finished half  
afraid to fight  
was strong enough  
feel the fur  
during the storm  
already had gone  
to one hundred  
for the week  
walked between them  
hard to change  
being quickly spent  
care and feeding  
the right answer  
an interesting course  
voted against it

## Fry Fast Phrases List #16

wear your coat  
Mr. and Mrs.  
in the side  
the poor boy  
lost his book  
was cold outside  
the wind howled  
Mrs. Brown said  
we learn by  
held the book  
the front door  
it was built  
in the family  
it all began  
clean air is  
young and old  
was long ago  
around the world  
the airplane flew  
without his lunch  
do not kill  
ready, set, go  
please stay away  
won't you come  
the paper flower

## **Fry Fast Phrases List #17**

hour by hour  
be glad that  
follow my directions  
you have company  
would you believe  
begin at once  
do you mind  
pass the meat  
try to reach  
next month we  
at this point  
rest and relax  
he sent it  
please talk louder  
when we want  
to the bank  
ship the box  
his business is  
the whole thing  
a short stop  
make certain that  
was not fair  
give the reason  
it's almost summer  
fill your glass

## **Fry Fast Phrases List #18**

grade your paper  
my big brother  
remain there until  
glass of milk  
several years ago  
the long war  
are you able  
please change it  
either you come  
change was less  
train the dog  
does it cost  
in the evening  
sing the note  
time is past  
find her room  
flew overhead  
at his office  
the cow stood  
will you visit  
wait in line  
the teacher said  
is almost spring  
picture was gone  
the blue bird

## **Fry Fast Phrases List #19**

fry an egg  
on the ground  
a sunny afternoon  
feed the sheep  
the boat trip  
plan his work  
the question is  
the biggest fish  
return the gum  
call him sir  
would not tell  
the huge hill  
the wet wood  
when you add  
the dripping ice  
broke the car  
watch for children  
left all alone  
to bend low  
broke her arm  
dinner was cold  
hair is brown  
service the car  
in class today  
was quite short

## **Fry Fast Phrases List #20**

spell the word  
a beautiful picture  
the sick cat  
because a teacher  
will you cry  
finish the work  
toss and catch  
the shiny floor  
a broken stick  
great amounts of  
guess the answer  
paint the bridge  
in the church  
a tall lady  
a treat tomorrow  
ice and snow  
for whom the  
women and children  
among the leaves  
a rocky road  
the farm animals  
my famous cousin  
bread and butter  
gave wrong directions  
the space age

## Fry Fast Phrases List #21

became a man  
a fat body  
take a chance  
act right now  
it will die  
in real life  
must speak out  
it already ended  
a good doctor  
please step up  
all by itself  
had nine lives  
the baby turtle  
minute by minute  
a loud ring  
who wrote it  
make it happen  
let's appear happy  
a big heart  
can swim fast  
a felt hat  
the fourth hour  
I'll say it  
kept a long time  
a deep well

## Fry Fast Phrases List #22

could see herself  
have an idea  
drop the pin  
the wide river  
her smile flowed  
son and daughter  
the bat flew  
is a fact  
sort the clothes  
king of hearts  
the dark street  
kept to themselves  
whose coat is  
study the book  
a great fear  
move your car  
she stood outside  
as for himself  
the strong man  
for they knew  
every so often  
toward the end  
filled with wonder  
twenty black birds  
it was important

## Fry Fast Phrases List #23

demand a pencil  
however you want  
in this case  
can you figure  
increase your work  
enjoy your study  
rather than walk  
sound it out  
eleven comes next  
music in words  
a human being  
in the court  
may the force  
a tomato plant  
can you suppose  
by the law  
was her husband  
just that moment  
my favorite person  
a sad result  
he could continue  
the lowest price  
to serve well  
the national anthem  
wife and mother

## Fry Fast Phrases List #24

was my aunt  
her system was  
he will lie  
the cause was  
will she marry  
it is possible  
I will study  
one thousand more  
in the pen  
his condition was  
she said perhaps  
she will produce  
it was twelve  
he rode the  
is my uncle  
the labor force  
in public court  
will consider  
it happened thus  
was the least  
she has power  
made a mark  
will be president  
must ask whether  
happened at all



## Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3rd Grade
Lesson Title:	Modified Marzano Strategy
Focus:	Vocabulary

**Materials:**

Paper

Vocabulary Notebook (Optional, can use ½ of a composition book for each student)

### Opening

#### State the objective

Objective of lesson is to expose students to the modified Marzano Strategy of learning key vocabulary words, including academic vocabulary.

#### Gain prior knowledge by asking students

How do you show someone that you understand what a word means? How do you learn about words and what they mean? Some words are sight words because you can say them, other words you can read but you don't know what they mean or how to use them in conversation. What are some strategies you used when you come across words that you don't understand?

#### Information About the Marzano Strategy for the Instructor (Background Information)

**Step 1:** Give a description, explanation, or example of the new term.

- Provide learners information about the term.
- Determine what the learner already knows about the term.
- *Utilize examples, descriptions, but **not definitions**. **Definitions** are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.*

**Step 2:** Ask the learner to give a description, explanation, or example of the new term in his/her own words.

- Remind learners to not copy, but use their own words.
- Monitor students to determine if any confusion exists.
- Provide more descriptions, explanations, or examples if necessary.

**Step 3:** Ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

- Teach the concept of speed drawing for those who labor too long over their work.
- Use graphics from magazines or the Internet.
- Illustrating terms through symbols, drawing the actual term, illustrating with a cartoon, or drawing an example of the term should be encouraged.
- Ask learner to share their work.

**Step 4:** Use the word in speech and conversation.

- Use the word in an original sentence.

### Content (the "Meat")

#### Instruction / Demonstration ("I do" – "We do")

**Word for Today:** hero

**Description:** A hero is an ordinary person who acts in a selfless way in an extraordinary situation. Superheroes are cartoon characters who overcome obstacles by having special

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

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powers. But real heroes do not have any special powers just a special commitment to do what is right.


**Brainstorm** with students something they have heard about that was heroic. Maybe it is the fireman who rescued the people from the burning building, or the mother who gave her daughter a kidney in a transplant, or the child who called 911 when his grandmother had fallen.

**Ask** them to name some situations that might lend itself to being a hero or acting in an heroic manner. Make a list. Ask them about taking up for a person who is being teased or bullied in some way. Ask if it takes heroism to stand up to a “popular” student.

Review yesterday’s word, if any.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">hero</p>	<p><b>My Description</b></p> <p style="text-align: center;">Person who responds to a disaster without thinking about themselves but thinking about how they could help</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">Thomas Jefferson is a hero of American Independence.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

### Students practice (“You do”)

Repeat process above having students selecting 3 different words of their choice.

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

### Closing

#### Review

Say:

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

#### Debrief

**Three Whats** (Answer the following 3 Questions)

- What is the most difficult thing about learning new words?
- What word have you been confused about that you would like to understand?
- What strategies do you use when trying to figure out the meaning of a new word or phrase?

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

Ask students to think about what they did today.

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Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3rd Grade
<b>Lesson Title:</b>	Repeated Reading
<b>Focus:</b>	Fluency

**Materials:**

Leveled Reading Passages (Reading A-Z Website) or leveled readers  
 Paper, pencils, crayons

### Opening

#### State the objective

Repeated Reading is a strategy that is used to build fluency. The objective of this lesson is for students to understand the Repeated Reading strategy.

#### Gain prior knowledge by asking students

What does reading something repeatedly mean to you? Why do you think that reading the same material over and over would be helpful to build fluency? What does it mean to be fluent when you read? How fluent are you when reading aloud?

#### Information for You: (Month 1 only, but can be used throughout the year)

Repeated Reading is a strategy that allows children to practice reading the same passage over and over. The advantage of this is that students practice sight words (about 65% of all of the words we use) in the context of a written passage. Also, it allows youth to increase their vocabulary as the words that are not sight words (35%) become part of their reading vocabulary.

#### 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 activity listed above. Allow approximately 10 minutes of practice time each day.
5. After 8 days (2 weeks) 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.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

#### Repeated Reading—Creating A Baseline

1. Give student a passage to read at his/her appropriate reading level.
2. Have students read for 1 minute and count the number of words read in the

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

Remind students that they are going to establish a

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<p>minute.</p> <p>3. Record the number of words read on a chart.</p>	<p>baseline for improving the number of words that they can read per minute. Also remind them that you will have them read aloud to you from time to time so it is important to be correct in the number of words that they read in a minute. Remind them that this will improve accuracy and fluency.</p>
<p><b>Students practice (“You do”)</b></p>	
<p>Today you will have students practice reading the passage for the next 20 minutes using two different activities listed below. At the end of the practice you will have the children read the passage for 1 minute and determine if they have improved the number of words read. This is just a sample of the entire process. Normally you would practice every day for 8 days, about 10 minutes a day.</p>	
<p><b>Paired Readings:</b></p> <ol style="list-style-type: none"> <li>1. Partner students together.</li> <li>2. One partner times the other partner reading a passage.</li> <li>3. At the end of one minute, the partner says "Stop" and circles the last word the reader has read.</li> <li>4. The partners switch rolls. Complete this process three times.</li> </ol>	
<p><b>Partner Share:</b></p> <ol style="list-style-type: none"> <li>1. Partner two students that are working on the same passage.</li> <li>2. Have them read aloud to each other, trading off each sentence.</li> <li>3. They can then provide feedback to one another on rate, phrasing, and expression.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Liked Best Next Time</b></p> <p>Ask students what they liked best about the activity today.</p> <p>Ask students what they would suggest to strengthen the activity.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today in English/Language Arts.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>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)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them.</p>
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**Reading Rubric By Grade Level**

Grade	Rate	Accuracy	Phrasing	Expression
1	60	96-100%	Meaningful throughout	Expressive Throughout
2	90	96-100%	Meaningful throughout	Expressive throughout
3	110	96-100%	Meaningful throughout	Expressive throughout
4	130	96-100%	Meaningful throughout	Expressive throughout
5	150	96-100%	Meaningful throughout	Expressive throughout
6	170	96-100%	Meaningful throughout	Expressive throughout
7	180	96-100%	Meaningful throughout	Expressive throughout
8	200	96-100%	Meaningful throughout	Expressive throughout

**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 activity listed above. Allow approximately 10 minutes of practice time each day.
5. After 8 days (2 weeks) have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level

### Repeated Reading Strategies

- **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).
- **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.
- **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.
- **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.
- **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.
- **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.
- **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."

There are five phrases in these two sentences. The first is by familiarity (once upon a time), the others are separated by punctuation. In the beginning of chunking, youth will tend to read in 3-4 word segments. The chunk should make sense and not sound like an every 3 word pause.

- **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.
- **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

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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.

### Charting Reading Progress

It is necessary for the student to be able to “see” his/her progress. You can do this by creating a chart for the class or for the individual student.

At the beginning of each 2 week session, the child records the number of words read on the first reading and at the end of the 2 week session, the number of words read after 8 practices.

To create a stronger visual, use graph paper and have the student create a bar graph to indicate the improvement each 2 weeks. If you utilize graph paper, each square could count as 10 words.

You might also consider setting up a composition book for each student and create a label for the cover where the student can chart progress.

### Your Role During Repeated Reading

During repeated reading you should circulate throughout the room stopping to listen to individual students read aloud.

Students should understand that when you come to them they will read from the passage beginning at the exact spot they are at, even if this is in the middle of a sentence.

You may want to develop a signal, thumbs up, a tap on the shoulder, or simply saying the child’s name, that will indicate to the student that it is his/her time to read to you.

If you spend 30 seconds to a minute with each student, during a week you will be able to hear each student.

If a student is mispronouncing a word, correct it at that time. This is not the time to define the word or check for meaning, simply say the word correctly and point to it.

This will help the student when reading the word in the future.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3rd Grade
<b>Lesson Title:</b>	Three Words Predictions
<b>Focus:</b>	Reciprocal Teaching: Predicting

<b>Materials:</b>
Trade Book with colorful cover including pictures

### Opening

**State the objective**

**Predicting** gives students an opportunity to use the impressions they gather from looking at the front and back cover of the book, reading or hearing a title, and sometimes from opening the book and reading a “sample” of the story.

**Gain prior knowledge by asking students**

What does it mean to “predict” something?  
 When do you “predict” in your day to day life (opening doors, pushing on the toothpaste tube, turning on the water)?  
 What about predicting is important?

**Information about predicting for the instructor** (Only in Month 1 of Lessons)

Predicting is actually just using pictures or text to make a guess about what will happen in a piece of literature. So the first step in predicting is to **“find clues”**. To practice this, find a trade book (age-appropriate) and show it to the students. Ask students what they see on the cover. For example if the cover has a man looking through a magnifying glass you would ask, “Who is this man? (a detective) What is he looking for? (clues) How do you know he is looking for clues? (a magnifying glass) Ask students to look for clues: front cover, back cover, illustrations, headings, captions, and maps. Write the clues on the white board. Ask students to make predictions about the book based on the clues they have found. This is the **“connection question”**. Ask students, “Based on the clues, what do you think you will learn from this book?” Give students time to think about their answers. You might also want them to share the ideas with a partner and then a small group before sharing with you. Certainly students can use the words, “I predict” every time. Other things they might say that would **mean the same thing** include, “I think”..., “I wonder...”, “I imagine...”, “I suppose...”, “I guess...”, and “I expect”... Have student use these alternate ways of predicting when discussing the book.

### Content (the “Meat”)

<b>Instruction / Demonstration (“I do” – “We do”)</b>	<b>*Activity → Teachable Moment(s) throughout</b>
<p><b>Three Words—A Prediction Strategy</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Hold up a trade book with an interesting cover.</li> <li>2. Tell the students, “We are going to look for clues to predict what will happen in the story”.</li> <li>3. Ask a student to read the book title. (If you are working with Kindergartners and 1<sup>st</sup> graders you may want to read the title aloud)</li> <li>4. Choose one word from the book title.</li> </ol>	<p>When you are intentionally teaching the skill of predicting, take the time to point out the many times during each day the “we predict”. The ability to predict is what helps all of the visual input we have make sense. Stop to help students understand how what they</p>

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<ol style="list-style-type: none"> <li>5. Write the word on the white board.</li> <li>6. Ask the students to look at the front cover picture.</li> <li>7. Choose one word from the picture.</li> <li>8. Write the word on the white board. Look at the back cover.</li> <li>9. Ask the students to look at the back cover.</li> <li>10. Choose one word from the back cover.</li> <li>11. Write the word on the white board.</li> <li>12. Ask a student to come to the front of the class and tell the story using the three words. The student may need some leading words or phrases to tell the story such as, "But, one day . . . And then . . . And finally..."</li> <li>13. Ask another student to tell his version of the story based on the three words.</li> </ol>	<p>are doing makes sense of the real world.</p> <p>Take time to stop the class and ask them to predict what will happen next.</p> <p>Check in often to see if they have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for "how" and "what" questions.</p> <p>Ask students to explain what is going on.</p>
<p style="text-align: center;"><b>Students practice ("You do")</b></p> <ol style="list-style-type: none"> <li>1. Have student work in groups of 2-3 students.</li> <li>2. Give each group a book.</li> <li>3. Have students practice the same predicting lesson, 3 Words, with this new book and each other.</li> <li>4. Ask students to share the 3 Word skits with the other students if there is time.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA—Describe, Interpret, Generalize, Apply</b></p> <p>Ask the children the following four questions:</p> <ol style="list-style-type: none"> <li>1. What did we do today? <b>Describe</b></li> <li>2. What skills did you use? <b>Interpret</b></li> <li>3. How did you feel about what we did today? <b>Generalize</b></li> <li>4. How will you apply these skills tomorrow? <b>Apply</b></li> </ol>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>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)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3rd Grades
<b>Lesson Title:</b>	One Minute Predictions
<b>Focus:</b>	Reciprocal Teaching: Predicting

<b>Materials:</b> Trade Book with colorful cover including pictures
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### Opening

**State the objective**

**Predicting** gives students an opportunity to use the impressions they gather from looking at the front and back cover of the book, reading or hearing a title, and sometimes from opening the book and reading a “sample” of the story.

**Gain prior knowledge by asking students**

What does it mean to “predict” something?  
 When do you “predict” in your day to day life (opening doors, pushing on the toothpaste tube, turning on the water)?  
 What about predicting is important?

**Information about predicting for the instructor** (Only in Month 1 of Lessons)

Predicting is actually just using pictures or text to make a guess about what will happen in a piece of literature. So the first step in predicting is to **“find clues”**. To practice this, find a trade book (age-appropriate) and show it to the students. Ask students what they see on the cover. For example if the cover has a man looking through a magnifying glass you would ask, “Who is this man? (a detective) What is he looking for? (clues) How do you know he is looking for clues? (a magnifying glass) Ask students to look for clues: front cover, back cover, illustrations, headings, captions, and maps. Write the clues on the white board. Ask students to make predictions about the book based on the clues they have found. This is the **“connection question”**. Ask students, “Based on the clues, what do you think you will learn from this book?” Give students time to think about their answers. You might also want them to share the ideas with a partner and then a small group before sharing with you. Certainly students can use the words, “I predict” every time. Other things they might say that would **mean the same thing** include, “I think”..., “I wonder...”, “I imagine...”, “I suppose...”, “I guess...”, and “I expect”... Have student use these alternate ways of predicting when discussing the book.

### Content (the “Meat”)

<b>Instruction / Demonstration (“I do” – “We do”)</b>	<b>*Activity → Teachable Moment(s) throughout</b>
<p>Review the strategies above and help students to understand how they might use each of them to predict what is going to happen in a story Use the Prediction Starters (I think, I wonder, I imagine, I suppose, I guess, I expect—attached at the end of this document) To start their prediction.</p> <p><b>One Minute Predictions</b></p> <p><b>Directions:</b></p>	<p>When you are intentionally teaching the skill of predicting, take the time to point out the many times during each day the “we predict”. The ability to predict is what helps all of the visual input we have make sense.</p>

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<ol style="list-style-type: none"> <li>1. Show students a trade book (this is like a library book).</li> <li>2. Tell the group that they will have 1 minute to make a prediction about the story.</li> <li>3. Show them the front cover, the back cover, the title, and the illustration.</li> <li>4. Have student make predictions about the book to the class.</li> <li>5. Ask more than one student for his/her opinion.</li> <li>6. Discuss why predictions could be the similar or could be different.</li> </ol>	<p>Stop to help students understand how what they are doing makes sense of the real world.</p> <p>Take time to stop the class and ask them to predict what will happen next.</p> <p>Check in often to see if they have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for “how” and “what” questions.</p> <p>Ask students to explain what is going on.</p>
<p><b>Students practice (“You do”)</b></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 2-3.</li> <li>2. Provide each group with three trade books (can absolutely use RAZ books).</li> <li>3. Tell student groups they will have one minute to make a prediction about the story.</li> <li>4. They may look at the title, front and back covers, and illustrations. (Repeat 3 times).</li> <li>5. Group looks inside to determine if predictions are correct.</li> <li>6. Students share their predictions with classmates.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA—Describe, Interpret, Generalize, Apply</b></p> <p>Ask the children the following four questions:</p> <ol style="list-style-type: none"> <li>1. What did we do today? <b>Describe</b></li> <li>2. What skills did you use? <b>Interpret</b></li> <li>3. How did you feel about what we did today? <b>Generalize</b></li> <li>4. How will you apply these skills tomorrow? <b>Apply</b></li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>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)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>
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“I think...”

“I wonder...”

“I imagine...”

“I suppose...”

“I guess...”

“I expect...”

“I predict...”

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3rd Grade
<b>Lesson Title:</b>	Secret Word--Clarifying
<b>Focus:</b>	Reciprocal Teaching

**Materials:**

Trade Book with colorful cover including pictures

Word lists or cards of interesting words from the story—some of them should make natural connection (food and drink, clear and breezy, wet and cold...)

### Opening

#### State the objective

**Clarifying** strategies help students make connections between the words and real life. Clarifying can also be used to help students understand phrases, sentences or the body of the text. .

#### Gain prior knowledge by asking students,

What does it mean to “clarify” something? (make the meaning clear)

Have you ever done something that you thought was “just right” only to find out that you did not do what the other person expected of you? Share that experience with a neighbor. (Examples—I thought I was supposed to get the milk out and I was really supposed to get the bread. I thought I was supposed to walk home from school, but I was supposed to wait for my dad to pick me up.)

What about clarifying is important? (Helps you be sure that you are on the same page, know what you are to do)

#### Background Information for You (Only in Month 1 of Lessons)

Clarifying is step 2 of the Reciprocal Teaching process. It comes into play after you have predicted and then read to see if your prediction is correct. Clarifying is an opportunity for youth to be sure that they have an understanding of what’s going on. We all know what happens when we make assumptions that something is “true” or that our understanding is the beginning and end of everything that can be known. Clarifying gives everyone an opportunity to “get on the same page”. Clarifying is finding the meaning of vocabulary words. Reading is really an exercise of “making meaning” out of the printed word. Clarifying strategies help students to do this.

There are several things that students can do to clarify words. (You might want to make cards with these strategies on them for use when working with youth. Attached at the end of this lesson plan.)

- **Consider the Context:** Words do not happen in isolation, they are found in the context of a sentence, a paragraph, and ultimately the story. This is a particularly effective strategy when working with multiple meaning words. The context will often let the reader know what meaning the word has.
- **Substitute a Synonym:** While all words do not have synonyms, many of them do. If you do not know the meaning of the word “guffawing”, and you are reading the sentence, “He was so happily surprised he could not stop a giggle, and soon all of them were guffawing.” you would first consider the context (seems to be a happy surprise, person is laughing, and then substitute the word “laughing” because it makes sense. This too can help you make meaning.)
- **Study the Structure:** Words all have structures. When looking at particular words students should ask

## Consult 4 Kids Lesson Plans

themselves if there is a prefix, a suffix, or both attached to a root word. They need to ask themselves if in that structure they can think of any other word that is similar and might have the same meaning. An example would be dynamic, dynamite, and dynamo have a similar structure and begin with “dyna”. If you knew the meaning of one of those words, say dynamite, and you knew that this was an explosive, you might wonder if dynamic and dynamo meant something similar.

- **Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.
- **Ask an Expert:** Experts come in all shapes and sizes. Asking another student or adult to clarify a word for the student might just work. Sometimes the experts will insist that the student think more deeply by asking some probing questions.
- **Place a Sticky-Note:** If you just can’t come up with a clarification for a word or a phrase, simply mark it with a sticky note and plan to come back to it. If it is not a word that will change the entire meaning of the story, it is sometimes best to return at a later time which will allow you to continue with the flow of the story and then pay close attention to that detail at another time.

When teaching young people to clarify, help them to utilize these strategies.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

Review the strategies above and help students to understand how they might use each of them to determine what different words mean.

**Purpose:** Select words from the story that can be acted out or combined into action (obviously the, was, etc. are not good choices).

**Directions:**

1. Review the words that you have selected with the students
2. Ask students if they have any words that they would like to add from the story (be sure to explain that these words must be action words or things you can see and touch
3. Choose a student to act out his own Secret Word from the word list Word List
4. Give the student 30 seconds to act out the word
5. Begin the charade with, “ACTION.”
6. In 30 seconds say, “CUT.” Classmates guess the Secret Word.
7. Encourage students to get into the moment using facial and body movements
8. Continue the process with 2 more students

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

When you are intentionally teaching the skill of clarifying, take the time to point out the many times during each day that clarification makes things easier. The ability to clarify is what keeps all of us on the same page.

Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to clarify what something means in a given situation.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Ask students to explain what is going on.

#### Students Practice (“You do”)

- Now it is time for the student to practice the skill of clarifying by practicing with peers.

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<ul style="list-style-type: none"> <li>Give each group (3-4 students) a book.</li> <li>Ask them to find words in the story that they can clarify by acting them out for one another.</li> <li>Have students create a list of the words.</li> <li>Students take turns acting out the words on the list for one another.</li> </ul>	
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### Closing

#### Review

Say:

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

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

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

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### **Modifications**

Talk with students about how the selected words fit into the world. What would this word mean to different staff members of the school? Make a list of the different staff members of the school: Principal, site coordinator, program leader, and volunteers. The principal might say. "I am responsible to ensure that all students eat lunch



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**Consider the Context:** Words do not happen in isolation, they are found in the context of a sentence, a paragraph, and ultimately the story. This is a particularly effective strategy when working with multiple meaning words. The context will often let the reader know what meaning the word has.

**Substitute a Synonym:** While all words do not have synonyms, many of them do. If you do not know the meaning of the word “guffawing”, and you are reading the sentence, “He was so happily surprised he could not stop a giggle, and soon all of them were guffawing.” you would first consider the context (seems to be a happy surprise, person is laughing, and then substitute the word “laughing” because it makes sense. This too can help you make meaning.)

**Study the Structure:** Words all have structures. When looking at particular words students should ask themselves if there is a prefix, a suffix, or both attached to a root word. They need to ask themselves if in that structure they can think of any other word that is similar and might have the same meaning. An example would be dynamic, dynamite, and dynamo have a similar structure and begin with “dyna”. If you knew the meaning of one of those words, say dynamite, and you knew that this was an explosive, you might wonder if dynamic and dynamo meant something similar.

**Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.

**Ask an Expert:** Experts come in all shapes and sizes. Asking another student or adult to clarify a word for the student might just work. Sometimes the experts will insist that the student think more deeply by asking some probing questions.

**Place a Sticky-Note:** If you just can’t come up with a clarification for a word or a phrase, simply mark it with a sticky note and plan to come back to it. If it is not a word that will change the entire meaning of the story, it is sometimes best to return at a later time which will allow you to continue with the flow of the story and then pay close attention to that detail at another time.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3rd Grade
<b>Lesson Title:</b>	Secret Word--Clarifying
<b>Focus:</b>	Reciprocal Teaching

**Materials:**

Trade Book with colorful cover including pictures

Word lists or cards of interesting words from the story—some of them should make natural connection (food and drink, clear and breezy, wet and cold...)

### Opening

#### State the objective

**Clarifying** strategies help students make connections between the words and real life. Clarifying can also be used to help students understand phrases, sentences or the body of the text. .

#### Gain prior knowledge by asking students,

What does it mean to “clarify” something? (make the meaning clear)

Have you ever done something that you thought was “just right” only to find out that you did not do what the other person expected of you? Share that experience with a neighbor. (Examples—I thought I was supposed to get the milk out and I was really supposed to get the bread. I thought I was supposed to walk home from school, but I was supposed to wait for my dad to pick me up.)

What about clarifying is important? (Helps you be sure that you are on the same page, know what you are to do)

#### Background Information for You (Only in Month 1 of Lessons)

Clarifying is step 2 of the Reciprocal Teaching process. It comes into play after you have predicted and then read to see if your prediction is correct. Clarifying is an opportunity for youth to be sure that they have an understanding of what’s going on. We all know what happens when we make assumptions that something is “true” or that our understanding is the beginning and end of everything that can be known. Clarifying gives everyone an opportunity to “get on the same page”. Clarifying is finding the meaning of vocabulary words. Reading is really an exercise of “making meaning” out of the printed word. Clarifying strategies help students to do this.

There are several things that students can do to clarify words. (You might want to make cards with these strategies on them for use when working with youth. Attached at the end of this lesson plan.)

- **Consider the Context:** Words do not happen in isolation, they are found in the context of a sentence, a paragraph, and ultimately the story. This is a particularly effective strategy when working with multiple meaning words. The context will often let the reader know what meaning the word has.
- **Substitute a Synonym:** While all words do not have synonyms, many of them do. If you do not know the meaning of the word “guffawing”, and you are reading the sentence, “He was so happily surprised he could not stop a giggle, and soon all of them were guffawing.” you would first consider the context (seems to be a happy surprise, person is laughing, and then substitute the word “laughing” because it makes sense. This too can help you make meaning.)
- **Study the Structure:** Words all have structures. When looking at particular words students should ask

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themselves if there is a prefix, a suffix, or both attached to a root word. They need to ask themselves if in that structure they can think of any other word that is similar and might have the same meaning. An example would be dynamic, dynamite, and dynamo have a similar structure and begin with “dyna”. If you knew the meaning of one of those words, say dynamite, and you knew that this was an explosive, you might wonder if dynamic and dynamo meant something similar.

- **Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.
- **Ask an Expert:** Experts come in all shapes and sizes. Asking another student or adult to clarify a word for the student might just work. Sometimes the experts will insist that the student think more deeply by asking some probing questions.
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When teaching young people to clarify, help them to utilize these strategies.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

Review the strategies above and help students to understand how they might use each of them to determine what different words mean.

**Purpose:** Select words from the story that can be acted out or combined into action (obviously the, was, etc. are not good choices).

**Directions:**

1. Review the words that you have selected with the students
2. Ask students if they have any words that they would like to add from the story (be sure to explain that these words must be action words or things you can see and touch
3. Choose a student to act out his own Secret Word from the word list Word List
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7. Encourage students to get into the moment using facial and body movements
8. Continue the process with 2 more students

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

When you are intentionally teaching the skill of clarifying, take the time to point out the many times during each day that clarification makes things easier. The ability to clarify is what keeps all of us on the same page.

Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to clarify what something means in a given situation. Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions. Ask students to explain what is going on.

#### Students Practice (“You do”)

- Now it is time for the student to practice the skill of clarifying by practicing with peers.

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<ul style="list-style-type: none"> <li>Give each group (3-4 students) a book.</li> <li>Ask them to find words in the story that they can clarify by acting them out for one another.</li> <li>Have students create a list of the words.</li> <li>Students take turns acting out the words on the list for one another.</li> </ul>	
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### Closing

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

<b>Debrief</b>
<p><b>DIGA—Describe, Interpret, Generalize, Apply</b></p> <p>Ask the children the following four questions:</p> <ol style="list-style-type: none"> <li>1. What did we do today? <b>Describe</b></li> <li>2. What skills did you use? <b>Interpret</b></li> <li>3. How did you feel about what we did today? <b>Generalize</b></li> <li>4. How will you apply these skills tomorrow? <b>Apply</b></li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>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)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>
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<p><b>Modifications</b></p> <p>Talk with students about how the selected words fit into the world. What would this word mean to different staff members of the school? Make a list of the different staff members of the school: Principal, site coordinator, program leader, and volunteers. The principal might say. "I am responsible to ensure that all students <u>eat</u> lunch"</p>
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**Consider the Context:** Words do not happen in isolation, they are found in the context of a sentence, a paragraph, and ultimately the story. This is a particularly effective strategy when working with multiple meaning words. The context will often let the reader know what meaning the word has.

**Substitute a Synonym:** While all words do not have synonyms, many of them do. If you do not know the meaning of the word “guffawing”, and you are reading the sentence, “He was so happily surprised he could not stop a giggle, and soon all of them were guffawing.” you would first consider the context (seems to be a happy surprise, person is laughing, and then substitute the word “laughing” because it makes sense. This too can help you make meaning.)

**Study the Structure:** Words all have structures. When looking at particular words students should ask themselves if there is a prefix, a suffix, or both attached to a root word. They need to ask themselves if in that structure they can think of any other word that is similar and might have the same meaning. An example would be dynamic, dynamite, and dynamo have a similar structure and begin with “dyna”. If you knew the meaning of one of those words, say dynamite, and you knew that this was an explosive, you might wonder if dynamic and dynamo meant something similar.

**Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.

**Ask an Expert:** Experts come in all shapes and sizes. Asking another student or adult to clarify a word for the student might just work. Sometimes the experts will insist that the student think more deeply by asking some probing questions.

**Place a Sticky-Note:** If you just can’t come up with a clarification for a word or a phrase, simply mark it with a sticky note and plan to come back to it. If it is not a word that will change the entire meaning of the story, it is sometimes best to return at a later time which will allow you to continue with the flow of the story and then pay close attention to that detail at another time.

## Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3rd Grade
Lesson Title:	Hot Seat – Questioning
Focus:	Reciprocal Teaching: Questioning

**Materials:**

Trade Book with colorful cover including pictures

### Opening

#### State the objective

**Questioning** is a strategy that helps to make meaning out of a paragraph, passage, or story. Questioning allows you to find out how someone else thinks about something. The purpose of this practice is to help students learn how to ask open-ended questions in a thoughtful way.

#### Gain prior knowledge by asking students,

What does it mean to “question” something? (trying to make meaning by asking open-ended questions to solicit additional information).

Have you ever asked a person a question only to discover that you didn’t ask the “right question” and later you found that the person had an “answer” or information that you needed, but because of the question you asked, you did not get the right answer? Your question limited the answer that you received. Give an example of this to your neighbor.

What about questioning is important? (Helps you be sure that you have a full understanding of the situation).

#### Information for You (Only in Month 1 of Lessons)

**Questioning** is the third skill that is a part of Reciprocal Teaching. So often we ask only the most simple recall questions and then wonder why students do not have a deep understanding of the material they are reading. Learning how to ask open-ended questions, how to build understanding through asking questions rather than providing answers, and learning how to ask higher level questions, will lead students to “make the material read” their own. Making meaning of what we read is at the core of reading. Asking questions helps students to get to this point.

There are three types of questions that you can work with students on. The first is “Right There” questions. **“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

The second type of question is an **“Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

The third type of question is an **“Applied Question”**. These questions require that the reader think beyond the story or the

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printed words and apply the meaning of the story to him/herself.

### Content (the "Meat")

#### Instruction / Demonstration ("I do" – "We do")

Review the strategies above and help students to understand how they might use each of them to ask the different types of questions.

#### Hot Seat

**Purpose:** Students have listened to a story and will take the "hot seat" to answer questions from the audience as if they were one of the story characters

1. Read the entire story that you have been working on (predicting, clarifying and questioning)
2. Choose a student to come to the front and sit in the "Hot Seat."
3. Student chooses a character from the story he/she would like to be **BUT** does not tell his/her classmates.
4. Classmates ask Who, What, Where, When and Why questions of the person in the Hot Seat.
5. The student answers questions as though he really is the character. For example, if the story is The Three Little Pigs, the character might choose the wolf character. The student would use his/her best wolf voice to respond.
6. Classmates would ask questions to discover which character the student has selected. Example: "Are you a central character in the story?" or "Do you have a curly tail and can be turned into bacon?" or "Do you do a lot of deep breathing in this story?"
7. Once the class is certain they know which character the student has chosen to be, they identify the character. The winning person gets to take on the "Hot Seat" for round 2.

#### Students practice ("You do")

1. Divide students into groups of 3
2. Give students a book to read to one another (this should not be a long book or if it is a chapter book then only read one chapter.
3. Group chooses one person to sit in the "Hot Seat."
4. Student chooses a character from the story he/she would like to be **BUT** does not tell his/her classmates.
5. Classmates ask Who, What, Where, When and Why questions of the person in the Hot Seat.
6. The student answers questions as though he really is the character. For example, if the story is The Three Little Pigs, the character might choose the wolf character. The student would use his/her best wolf voice to respond.
7. Classmates would ask questions to discover which character the student has selected. Example: "Are you a central character in the story?" or "Do you have a curly tail and can be turned into bacon?" or "Do you do a lot of deep breathing in this story?"

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

When you are intentionally teaching the skill of questioning, take the time to point out the many times during each day that asking a good question makes things easier. The ability to ask open ended questions is what keeps all of us on the same page. Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to question a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for "how" and "what" questions. Ask students to explain what is going on.



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

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

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



**“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

**Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

**“Applied Question”**. These questions require that the reader think beyond the story or the printed words and apply the meaning of the story to him/herself

## Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3rd Grade
Lesson Title:	I Wonder – Questioning
Focus:	Reciprocal Teaching: Questioning

**Materials:**

Trade Book with colorful cover including pictures

### Opening

#### State the objective

**Questioning** is a strategy that helps to make meaning out of a paragraph, passage, or story. Questioning allows you to find out how someone else thinks about something. The purpose of this practice is to help students learn how to ask open-ended questions in a thoughtful way.

#### Gain prior knowledge by asking students,

What does it mean to “question” something? (trying to make meaning by asking open-ended questions to solicit additional information).

Have you ever asked a person a question only to discover that you didn’t ask the “right question” and later you found that the person had an “answer” or information that you needed, but because of the question you asked, you did not get the right answer? Your question limited the answer that you received. Give an example of this to your neighbor.

What about questioning is important? (Helps you be sure that you have a full understanding of the situation).

#### Information for You (Only in Month 1 of Lessons)

**Questioning** is the third skill that is a part of Reciprocal Teaching. So often we ask only the most simple recall questions and then wonder why students do not have a deep understanding of the material they are reading. Learning how to ask open-ended questions, how to build understanding through asking questions rather than providing answers, and learning how to ask higher level questions, will lead students to “make the material read” their own. Making meaning of what we read is at the core of reading. Asking questions helps students to get to this point.

There are three types of questions that you can work with students on. The first is “Right There” questions. **“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

The second type of question is an **“Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

The third type of question is an **“Applied Question”**. These questions require that the reader think beyond the story or the

## Consult 4 Kids Lesson Plans

printed words and apply the meaning of the story to him/herself.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

Review the strategies above and help students to understand how they might use each of them to ask the different types of questions.

**Directions:**

1. Select a passage from one of the books that you have been sharing with students.
2. Read a passage aloud and then ask yourself, “I wonder what I would do if this had happened to me?” For example, if you used the story the **Tortoise and the Hare** there is a point at which it appears the hare is winning the race. Questions might include: What would I 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 were making fun of me? I wonder, I wonder.
3. After modeling this for the students, read another passage aloud and then ask students to pair with one another and ask the same sort of “I wonder” questions.
4. Discuss with students what went well during their practice and what could be done to make the work more effective.

**Note:** This activity is an Applied Question.

#### Students practice (“You do”)

- Students work in partner-pairs.
- Provide students with books from the school or program library
- Students read a paragraph or page in the Book.
- Then they ask themselves the question, “I wonder what I would do if this happened to me?”
- Groups should share responses with one another and then with other groups.
- Formulating the answer should begin by using the question as the beginning of the answer. For example: If \_\_\_\_\_ happened to me, I wonder if \_\_\_\_\_ would happen.

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

When you are intentionally teaching the skill of questioning, take the time to point out the many times during each day that asking a good question makes things easier. The ability to ask open ended questions is what keeps all of us on the same page.

Stop to help students understand how to ensure that they are on target.

Take time to stop the class and ask them to question a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Ask students to explain what is going on.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

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

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

**“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

**Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

**“Applied Question”**. These questions require that the reader think beyond the story or the printed words and apply the meaning of the story to him/herself

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3rd Grade
<b>Lesson Title:</b>	10 Pennies Summarizing
<b>Focus:</b>	Reciprocal Teaching: Summarizing

<b>Materials:</b> Trade Book with colorful cover including pictures
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### Opening

**State the objective**

**Summarizing** requires students to identify and integrate the important information in the text and capture the meaning in a few sentences. Retelling a story begins at the beginning and detail by detail makes its way to the end. The objective of this lesson is to give Kindergartners-2<sup>nd</sup> graders an opportunity practicing retelling a story, and 3<sup>rd</sup> – 6<sup>th</sup> graders an opportunity to summarize.

### Gain prior knowledge by asking students, Summarizing

What does it mean to “summarize” something? (capturing the crux of the story in a few words)

Have you ever been talking to a person about a story that you think you’ve both read, or maybe a movie or TV show that you think you have both watched, yet when you talk about it there are a lot of disconnects? Sometimes when you summarize a story (or retell it) you may discover that you are not talking about the same story at all. Sometimes you will discover that you both did not identify the same things as important. Give an example of when you summarize or retell things (sharing information about school, a party, buying new clothes).

What about summarizing/retelling is important? (Helps you be sure that you completely understand the story or passage or paragraph that you just read).

**Information for You:** (Information is available in Month 1 )

The difference between summarizing and retelling is this: summarizing captures the crux of the story while retelling is simply that, using your own words to tell the story. For example: a summary of the Three Bears is that the bears’ breakfast was too hot so they went for a walk and while they were out, a little girl came into their home, ate the baby’s porridge, broke the chair, and fell asleep in the bed where the Bears found her. The goal is for youth to summarize across the entire story, but in the beginning this summarizing process will be in summarizing sentences, then paragraphs, passages and finally the entire story. It is important that summarizers understand that they will stick to the point, discuss main ideas, but not all of the details, and they should keep it short yet meaningful.

### Content (the “Meat”)

<b>Instruction / Demonstration (“I do” – “We do”)</b>	<b>*Activity → Teachable Moment(s) throughout</b>
It will be challenging for some youth to summarize and not retell the story. They will want to	

## Consult 4 Kids Lesson Plans

share the details, and a summary simply does not do that. This would be one time to “limit” the number of words that the student uses. A good summary can be challenging because every word and chart really matters.

Remind the students of the story that you have been reading.

Model the activity “**Ten Pennies**” for the students. (This version is for grades 2<sup>nd</sup> – 5<sup>th</sup> grades)

1. Lay ten pennies in a line on a desk.
2. Tell students that when we summarize, we buy each word for a penny.
3. Ask students to summarize the book or story they have read using ten pennies or less. Caution: 2<sup>nd</sup> – 5<sup>th</sup> grade students may begin retelling the story.
4. Push a penny out of the line each time you say a word. “Once (1) upon (2) a (3) time (4) there (5) were (6) three (7) bears (8).” Is this the main idea of the story?
5. No. They run out of pennies and haven’t stated the main idea.
6. A better sentence would be, “The (1) three (2) bears (3) learned (4) to (5) lock (6) the (7) front (8) door (9).”
7. Practice several times until students are comfortable with this process. At this point, move on to student practice.

### Students practice (“You do”)

Now it is the turn of the students:

- Divide students into groups of 3-4
- Lay ten pennies in a line on a desk.
- Ask students to summarize the book or story they have read using ten pennies or less. Caution: remind students that summarizing is different than retelling the story.

When you are intentionally teaching the skill of summarizing or retelling, take the time to point out the many times during each day that summarizing what has just happened makes thinking about things or situations easier. The ability to summarize help to keep us focused on the key learning. Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to summarize or retell for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions. Ask students to explain what is going on in a brief summary.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

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

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



# Summarizing 10 Pennies



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3rd Grade
<b>Lesson Title:</b>	Brain File Summarizing
<b>Focus:</b>	Reciprocal Teaching: Summarizing

<b>Materials:</b> Trade Book with colorful cover including pictures
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### Opening

**State the objective**

**Summarizing** requires students to identify and integrate the important information in the text and capture the meaning in a few sentences. Retelling a story begins at the beginning and detail by detail makes its way to the end. The objective of this lesson is to give Kindergartners-2<sup>nd</sup> graders an opportunity practicing retelling a story, and 3<sup>rd</sup> – 6<sup>th</sup> graders an opportunity to summarize.

### Gain prior knowledge by asking students, Summarizing

What does it mean to “summarize” something? (capturing the crux of the story in a few words)

Have you ever been talking to a person about a story that you think you’ve both read, or maybe a movie or TV show that you think you have both watched, yet when you talk about it there are a lot of disconnects? Sometimes when you summarize a story (or retell it) you may discover that you are not talking about the same story at all. Sometimes you will discover that you both did not identify the same things as important. Give an example of when you summarize or retell things (sharing information about school, a party, buying new clothes).

What about summarizing/retelling is important? (Helps you be sure that you completely understand the story or passage or paragraph that you just read).

**Information for You:** (Information is available in Month 1 )

The difference between summarizing and retelling is this: summarizing captures the crux of the story while retelling is simply that, using your own words to tell the story. For example: a summary of the Three Bears is that the bears’ breakfast was too hot so they went for a walk and while they were out, a little girl came into their home, ate the baby’s porridge, broke the chair, and fell asleep in the bed where the Bears found her. The goal is for youth to summarize across the entire story, but in the beginning this summarizing process will be in summarizing sentences, then paragraphs, passages and finally the entire story. It is important that summarizers understand that they will stick to the point, discuss main ideas, but not all of the details, and they should keep it short yet meaningful.

### Content (the “Meat”)

<b>Instruction / Demonstration (“I do” – “We do”)</b>	<b>*Activity → Teachable Moment(s) throughout</b>
It will be challenging for some youth to summarize and not retell the story. They will want to	

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share the details, and a summary simply does not do that. This would be one time to “limit” the number of words that the student uses. A good summary can be challenging because every word and chart really matters.

### Brain File

1. Remind the students of the story that you have been reading.
2. Ask students to help you make a list of important words from the story.
3. On the white board or chart paper draw a large rectangle and divide it into fourths
4. Select one word from the list.
5. Write the word at the bottom of each square.
6. In the 1<sup>st</sup> Square, think of a word to remind you of the word (example if the word is wolf, you could write the word scary)
7. In the 2<sup>nd</sup> Square, think of a synonym for the word (wolf-predator)
8. In the 3<sup>rd</sup> Square, write the word in a sentence. (YIKES! I see a wolf!)
9. In the 4<sup>th</sup> Square, draw a picture of the word.
10. Complete the process with 2 more words until the students are clear on the process.

### Students practice (“You do”)

- Divide students into groups of 2-3
- Give each group a white board or piece of blank art paper
- Ask each team of students to select a word from the story and thinking about the word throughout the story, complete the four boxes
  - Word that reminds you of the word
  - Synonym
  - Sentence
  - Picture
- Share Brain Files with classmates.

When you are intentionally teaching the skill of summarizing or retelling, take the time to point out the many times during each day that summarizing what has just happened makes thinking about things or situations easier. The ability to summarize help to keep us focused on the key learning. Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to summarize or retell for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions. Ask students to explain what is going on in a brief summary.

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### Closing

#### Review

Say:

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

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

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

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)


## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	September 11 Day of Sadness
<b>Focus:</b>	Vocabulary, Predicting

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.	
<b>Gain prior knowledge by asking students the following questions</b>	
What do you know about 9-11 or September 11, 2001? When someone says that “something if tragic”, what do you think about? Have you ever been “rescued”, maybe you were lost, or you got stuck in a tree, or you were trying to put on your jacket and you just couldn’t get your arm through the sleeve opening? Of course, you may have experienced a more serious rescue as well. What would you be thinking if something tragic and unexpected happened in your town or city?	
Content (the “Meat”)	
<b>Today’s Lesson</b>	<b>*Activity → Teachable Moment(s) throughout</b>  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.  When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.
Today we are going to learn some factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.	
<b>Vocabulary</b>	
<b>Word for Today:</b> emergency <b>Description:</b> An emergency is an urgent situation that requires you to do something right now. It is often a disaster or a tragedy. Emergencies can involve only one person or can involve many people all at the same time. <b>Brainstorm</b> with students “emergencies” that they have experienced. Talk about how they felt and what they did. <b>Ask</b> them to name some symbols or sounds of emergencies. (sirens, flashing red lights, bells at school, hospital signs—usually in blue, exit signs) Ask students why these symbols and sounds are important. Students complete the Vocabulary Notebooks. Student may work in pairs if this is helpful.  <b>Vocabulary Notebook Sample:</b>	

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<b>New Word</b>  <p style="text-align: center;">emergency</p>	<b>My Description</b>  <p style="text-align: center;">An event that makes you act right now for the best interest of yourself and others</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the word for today.</p> <p>Vocabulary Notebooks be made from ½ of a composition book.</p>
<b>Personal Connection</b>  <p style="text-align: center;">An ambulance is an emergency vehicle which brings First Aid to people.</p>	<b>Drawing</b>  	

<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p style="text-align: center;"><b>Predicting</b></p> <p>One of the things that we do to help people be prepared for an emergency is to practice drills (fire, earthquake, lock down). By practicing what to do, you have some ideas of how you should respond to the emergency. Another thing we do is to practice being prepared. This is a way to be ready for the emergency, even though you hope you never have to use your plan. In other word, we are trying to predict what we should do and what we should have in place just in case there is an emergency.</p> <p><b>Brainstorm</b> some of the emergencies that we are prepared for and what we predict that we will need and how we should behave.</p> <p><b>Discuss</b> either fire, natural disaster (earthquake, tornado, hurricane), or accident. Discuss how we get ready at school. Discuss how we get ready at home. Try to schedule the principal or some other school official to come in and talk about the school's safety plan and how it fits into the community's safety plan as well. If you can't get the school official, if you have a local red cross, contact them and ask them to come in and talk about the work they do.</p> <p><b>Discuss</b> how important it is to be prepared and to have a plan in case of emergency. Discuss how it must have felt to the people in New York and the Pentagon who could have been prepared for an emergency but not at all prepared for the attacks on 9-11.</p>	<p>We predict all of the time. Teaching children to "think" about the predictions they make, will help them make sense of reading.</p>
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<b>Activity</b>				
<p>Today we are going to listen to the story of what happened on 9-11. Listen to the story for key events and times. Read Tragedy Strikes on pages 1 and 2 of the <u>9-11 Story</u> (included in this lesson plan packet). Pick out the times and events.</p> <p>Demonstrate how to create a timeline. Explain that sometimes time lines cover centuries and sometimes, like this one, the timeline only covers a few hours. The sample that you see below is not complete, but you can see how to create the timeline. When you have completed the timeline ask students to select one of the events and illustrate it. Create a large timeline and include the student's pictures.</p> <p><b>Sample:</b></p>				
8:00 a.m.	8:10 a.m.	8:45 a.m.	9:05	9:40
Flight 11 leaves Boston Flight 175 leaves Boston	Flight 77 leaves Washington Flight 93 leaves Newark	Flight 11 smashes into North Tower	Flight 175 smashes into South Tower	Flight 77 smashes into the Pentagon

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## The Story of 9-11 Never Forget!

### Tragedy Strikes

September 11, 2001 was like any other week day. Thousands of people were heading to work or had just arrived at the World Trade Center in New York City. The Twin Towers, giant 110 story buildings, stood side by side looking over the city and the harbors.

Several hundred miles away in Massachusetts and Washington D.C., men were boarding four different airplanes in order to hijack them and crash into the Twin Towers, the Pentagon, and one other Washington D.C. destination. Just before 8:00 in the morning, two planes took off from Logan International Airport in Boston on their way to Los Angeles. Shortly after take-off, the first plane, American Airline Flight 11 turned south and at 8:45 smashed into the North Tower of the World Trade Center. The second scheduled flight from Boston, United Airlines Flight 175, headed toward New Jersey where it made a U-Turn, and at 9:05, just 20 minutes after the first plane hit the North Tower, it smashed into the South Tower.

A lot was happening on the morning of September 11. From Dulles International Airport a flight left at 8:10 flying west across northern Virginia and West Virginia before making a U-Turn and heading back to Washington D.C. where it crashed into the west side of the Pentagon at 9:40 a.m. At the same time a flight left Newark International Airport headed toward San Francisco, and when it got to Ohio, it made a U-Turn and headed back toward Washington D.C. as well. The passengers had used cell phones to call family when the plane was first hijacked and knew about the bombing of the Twin Towers. They decided to stop the hijackers and caused the plane to crash in Shanksville, Pennsylvania at 10:10 a.m. instead of allowing it to return to Washington D.C.

The tragic events of 9-11 continued to unfold. There seemed to be one emergency after another. Rescue workers, firefighters, paramedics, and policemen and everyday citizens



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begin to help people from the World Trade Center Twin Towers. People were walking down many stairs to get to the street and safety. They could not use the elevators because of the fires in the buildings. Rescue workers entered the Towers to help these survivors. Brave men and women risked their own lives to help others. At 9:59 a.m. the South Tower began to collapse and one floor fell down on the floor below, and in seconds the Tower was gone. At 10:28 the North Tower did exactly the same thing and came crashing down. In less than 2 hours, nearly 3,000 Americans had lost their lives because of the attacks on September 11.

### The Aftermath

After the Towers collapsed and the west section of the Pentagon destroyed, many everyday heroes continued to show up and help day after day. Rescue and iron workers began going through the ruins of the buildings and sifting through the debris, looking for survivors and people who had died in the attack. As the emergency workers assembled in each of the locations, the rest of America began to come together to offer support for the victims and families. George Bush was President of the United States and he knew that the tragic events of September 11 would not define Americans. He said, "These acts shatter steel, but they cannot dent the steel of American resolve." President Bush had faith that Americans would pull together to protect and rebuild the destroyed places.

Immediately workers began to clean up the rubble left where the World Trade Center Twin Towers had been. This became known as Ground Zero. The clean-up took a long time at the World Trade Center. In nine months workers had removed 1.8 million tons of steel and concrete from the site. What was left was a huge hole known as the "pit". At the Pentagon workers also began removing the debris from the west side of the building. In Pennsylvania, the people were quickly able to remove the wreckage. In Pennsylvania the people created a temporary memorial and made plans to build a permanent memorial.

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There were many heroes on September 11 and in the clean-up that followed. Firefighters raced into the burning buildings without thinking about themselves. 341 of them lost their lives helping others. Iron workers came from across the United States to clear away the debris and rubble. Doctors and nurses made themselves available to the injured. And ordinary citizens, like you and me went to work to remove rubble. Dogs were heroes too. One dog, Roselle, led her blind master down 78 flights of stairs. You might wonder why he didn't take the elevator. Once the Towers were hit by the airplanes, the electricity went out and elevators require electricity to operate. Children and adults from all over the world began sending cards and letters to the families and to the rescue workers to thank them and wish them well.

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Almost immediately the people of the United States began to think about and discuss what sort of memorials should be created at each of the three sites. Today at the Pentagon visitors can walk among the 184 benches that represent the victims of the Pentagon attack on 9-11. It opened 7 years after the attack in 2001. In Pennsylvania, a marble wall with 40 pieces, one for each passenger on Flight 93 will be written. It will be surrounded by a garden of wildflowers. In New York, on September 11, 2011, on the 10<sup>th</sup> anniversary of the attacks, the people who attend the remembrance ceremony will see the plans for reflecting pools (one where each of the Twin Towers stood), bronze panels with the names of the victims, large artificial waterfalls flowing into the pools and the Freedom Tower which when finished in 2013 will be 1,776 feet tall. This height honors the birth of the United States in 1776. In New York there will also be a museum that will educate the millions of visitors that are expected each year so we can prevent such a tragedy from occurring in the future.

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Picture in your mind the eleven year old girl adjusting a ribbon on a vase at a memorial just outside of Shanksville, Pennsylvania. See her carefully touch the ribbon so the bow stays nice and tight. Understand that this girl was only one year old when her father, Donald Greene, was one of the 40 passengers who gave his life to protect another American from being hurt or killed. Imagine what you would want to say to Jody Greene if she were your best friend. Imagine what you would want to hear if you were Jody Greene.

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9-11 Fact Cards

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<p>On February 26, 1993 the Towers were attacked when someone drove a car full of explosives into the underground parking lot.</p>	<p>On September 11, 2001, two planes smashed into first the North Tower and 17 minutes later into the South Tower.</p>
<p>The airplanes were hijacked in Boston. One from American Air, Flight 11, and the second from United, Flight 175.</p>	<p>Both of the flights that were hijacked and smashed into the Twin Towers were supposed to be going to Los Angeles.</p>

<p>In the North Tower, the airplane hit the building between floors 93 and 99.</p>	<p>In the South Tower, the airplane hit the building between floors 77 and 85.</p>
<p>99% of the people who were in the building <b>BELOW</b> the crash survived by walking down the stairs.</p>	<p>The first airplane smashed into the North Tower at 8:45 a.m.</p>
<p>The second airplane smashed into the South Tower at 9:05 a.m.</p>	<p>A third plane left Dulles International Airport and smashed into the Pentagon in Washington D.C. at 9:40 a.m.</p>

<p>A fourth airplane left Newark New Jersey and smashed into Shanksville, Pennsylvania at 10:10, because the brave passengers did not let the plane reach Washington D.C.</p>	<p>As soon as the people in the Towers realized what had happened, they began to walk down the stairs to find safety.</p>
<p>56 minutes after the second plane smashed into the South Tower, it began to collapse and came crashing down.</p>	<p>29 minutes later the North Tower collapsed as well.</p>
<p>When the Towers collapsed, firefighters, police officers, and citizens of more than 75 countries were killed. In total, 2,753 people died in New York.</p>	<p>There are many stories of heroism. Heroes, including firefighters and policemen, also included ordinary people like Rick Rescorla, who lost his life saving others.</p>



<p>There have been many memorials built to honor those who lost their lives on 9-11 in New York, Washington D.C., Pennsylvania and other places.</p>	<p>In Bayonne, New Jersey there is a large structure that has a crack down the middle with a teardrop hanging down in the center. It looks like the Trade Center being torn apart.</p>
<p>The structure in New Jersey is called the Tear of Grief and is 100 feet tall and the teardrop is 40 feet in length.</p>	<p>The memorial in Arlington, Virginia for the Pentagon has 184 benches, one for each person who died as a result of the crash.</p>
<p>In Pennsylvania they remember the sacrifices made on 9-11 with the <u>Bells of Remembrance</u> which ring forty times while the names of the victims are read aloud.</p>	<p>On September 11, 2011, the two huge pools where the Twin towers stood will be unveiled, along with the 2,983 names of the victims.</p>



<p>The Freedom Tower, which will stand 1,776 feet high, will be completed in 2013 in New York City.</p>	<p>Each 9-11 New York turns on lights that shine into the sky where to World Trade Center towers once stood.</p>
<p>People gather at the Pentagon and in Pennsylvania to read the names of the heroes who lost their lives.</p>	<p>It is important that we remember the events of 9-11. We should honor the fallen heroes and let them be an example for our own service to others.</p>



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<p>Brave </p>	<p>An act to do what's right not selfish</p>	
<p>Elevator </p>	<p>Box that moves you from floor to floor</p>	<p><b>Reciprocal Teaching Questioning</b></p> <p>One of the most basic types of questions is those we call "right there". In other words the answer is so clear that it is easy to find. Right there questions begin with Who is...Where is...List... What is...? How many...?. When did...? Name ...What kind of...?</p> <p>Examples of right there questions include: "Name the flights of the airplanes that were crashed on 9-11. Who were the people who acted as heroes in New York?"</p> <p>Included in this lesson plan you will find a full deck of fact cards that you can utilize with students as they work to develop questions. If you do not want to utilize the Fact Cards, you can give pairs of students a copy of the 9-11 Story as a reference.</p> <p>Have students work in pairs to identify 3-5 "right there" questions and then share them with another pair and refine and modify as necessary. <b>Note:</b> When writing the questions use as many of the key vocabulary words as you can within the question.</p>
<p><b>Activity</b></p> <p>There are a great many events that occurred in a very short time on the morning of 9-11. After that morning, the next 10 years have been less compressed, and yet each of the events has built upon that experience.</p> <p>Give each pair of students a set of the Fact Cards mixed up and ask them to retell the story of 9-11 using those cards. If they believe a significant event has not been recorded, give them a 3" X 5" card to add to the collection. Have them add the details of both the Remembrance Project and the Service Project that you did as a group. Those should be the final 2 cards of the Fact Card set.</p>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.</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. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

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### Closing

#### Review

Say:

- Please recap what we did today.
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#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today when they were practicing English Language Arts with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Learning About September 11
<b>Focus:</b>	Vocabulary, Predicting

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.	
<b>Gain prior knowledge by asking students the following questions</b>	
After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?	
What do you know about heroes?	
Who is your hero or role model (someone you want to be like)?	
From the information you received yesterday, who would you say acted like a "hero"? (the passengers on Flight 93 that crashed in Pennsylvania)	
Content (the "Meat")	
<b>Today's Lesson</b>	<b>*Activity → Teachable Moment(s) throughout</b>  It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the word covered today. Vocabulary Notebooks can be made from ½ of a composition book.
Today we are going to learn more factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.	
<b>Vocabulary</b>	
<b>Word for Today: hero</b> <b>Description:</b> A hero is an ordinary person who acts in a selfless way in an extraordinary situation. Superheroes are cartoon characters who overcome obstacles by having special powers. But real heroes do not have any special powers just a special commitment to do what is right. <b>Brainstorm</b> with students something they have heard about that was heroic. Maybe it is the fireman who rescued the people from the burning building, or the mother who gave her daughter a kidney in a transplant, or the child who called 911 when his grandmother had fallen. <b>Ask</b> them to name some situations that might lend itself to being a hero or acting in a heroic manner. Make a list. Ask them about taking up for a person who is being teased or bullied in some way. Ask if it takes heroism to stand up to a "popular" student. Review yesterday's word. Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful	

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<b>Vocabulary Notebook Sample:</b>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <b>New Word</b>   <div style="text-align: center;">hero</div> </td> <td style="padding: 5px;"> <b>My Description</b>             Person who does something that helps someone else without thinking about themselves first         </td> </tr> <tr> <td style="padding: 5px;"> <b>Personal Connection</b>             The firemen in New York City were heroes of 9-11.         </td> <td style="padding: 5px;"> <b>Drawing</b>   <div style="text-align: center;">  </div> </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center;">hero</div>	<b>My Description</b>  Person who does something that helps someone else without thinking about themselves first	<b>Personal Connection</b>  The firemen in New York City were heroes of 9-11.	<b>Drawing</b>  <div style="text-align: center;">  </div>	
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<b>Personal Connection</b>  The firemen in New York City were heroes of 9-11.	<b>Drawing</b>  <div style="text-align: center;">  </div>				
<b>Reciprocal Teaching</b> <b>Predicting</b>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p>			
<p>It is hard to know if you will behave in a heroic way before something disastrous happens. For the people who were faced with the events of September 11, many who would not consider themselves heroic, certainly behaved in an heroic manner. We know that the passengers of Flight 93 acted in a heroic way and crashed with the plane in Pennsylvania. Predict what other types of heroism you think people exhibited on 9-11. Who were the people? Did they have some special power? In your opinion what made these people behave in the way that they did? Make a list of qualities that you think these heroes would have.</p>					
<b>Activity</b>		<p>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. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>			
<p>Today we are going to listen to the story of what happened after the Twin Towers collapsed, the Pentagon was smashed, and the plane crashed in Pennsylvania. Read the section of the <b><u>Story of 9-11, The Aftermath</u></b>, on pages 2 and 3.</p> <p>Look at the quote from President Bush, "These acts shatter steel, but they cannot dent the steel of American resolve." Examine the quote word by word or phrase by phrase.</p> <p>"These acts" What acts did he refer to?</p> <p>"shatter steel" What does shatter mean? What do you usually think of as "shattering"?</p> <p>How does steel compare to glass?</p> <p>"but they" Who is they? Why did they want to "shatter" the United States</p> <p>"cannot dent the steel of American Resolve" What is a dent? What is resolve? How could you dent resolve? How is American resolve different than other country's?</p> <p>As a group, rewrite the George Bush quote in the words that you have come up with to describe each of the phrases.</p> <p>In pairs have students write several sentences about the events of 9-11, what happened and how people acted in a heroic manner.</p>					

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### The Story of 9-11 Never Forget!

#### Tragedy Strikes

September 11, 2001 was like any other week day. Thousands of people were heading to work or had just arrived at the World Trade Center in New York City. The Twin Towers, giant 110 story buildings, stood side by side looking over the city and the harbors.

Several hundred miles away in Massachusetts and Washington D.C., men were boarding four different airplanes in order to hijack them and crash into the Twin Towers, the Pentagon, and one other Washington D.C. destination. Just before 8:00 in the morning, two planes took off from Logan International Airport in Boston on their way to Los Angeles. Shortly after take-off, the first plane, American Airline Flight 11 turned south and at 8:45 smashed into the North Tower of the World Trade Center. The second scheduled flight from Boston, United Airlines Flight 175, headed toward New Jersey where it made a U-Turn, and at 9:05, just 20 minutes after the first plane hit the North Tower, it smashed into the South Tower.

A lot was happening on the morning of September 11. From Dulles International Airport a flight left at 8:10 flying west across northern Virginia and West Virginia before making a U-Turn and heading back to Washington D.C. where it crashed into the west side of the Pentagon at 9:40 a.m. At the same time a flight left Newark International Airport headed toward San Francisco, and when it got to Ohio, it made a U-Turn and headed back toward Washington D.C. as well. The passengers had used cell phones to call family when the plane was first hijacked and knew about the bombing of the Twin Towers. They decided to stop the hijackers and caused the plane to crash in Shanksville, Pennsylvania at 10:10 a.m. instead of allowing it to return to Washington D.C.

The tragic events of 9-11 continued to unfold. There seemed to be one emergency after another. Rescue workers, firefighters, paramedics, and policemen and everyday citizens

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begin to help people from the World Trade Center Twin Towers. People were walking down many stairs to get to the street and safety. They could not use the elevators because of the fires in the buildings. Rescue workers entered the Towers to help these survivors. Brave men and women risked their own lives to help others. At 9:59 a.m. the South Tower began to collapse and one floor fell down on the floor below, and in seconds the Tower was gone. At 10:28 the North Tower did exactly the same thing and came crashing down. In less than 2 hours, nearly 3,000 Americans had lost their lives because of the attacks on September 11.

### The Aftermath

After the Towers collapsed and the west section of the Pentagon destroyed, many everyday heroes continued to show up and help day after day. Rescue and iron workers began going through the ruins of the buildings and sifting through the debris, looking for survivors and people who had died in the attack. As the emergency workers assembled in each of the locations, the rest of America began to come together to offer support for the victims and families. George Bush was President of the United States and he knew that the tragic events of September 11 would not define Americans. He said, "These acts shatter steel, but they cannot dent the steel of American resolve." President Bush had faith that Americans would pull together to protect and rebuild the destroyed places.

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<p>There have been many memorials built to honor those who lost their lives on 9-11 in New York, Washington D.C., Pennsylvania and other places.</p>	<p>In Bayonne, New Jersey there is a large structure that has a crack down the middle with a teardrop hanging down in the center. It looks like the Trade Center being torn apart.</p>
<p>The structure in New Jersey is called the Tear of Grief and is 100 feet tall and the teardrop is 40 feet in length.</p>	<p>The memorial in Arlington, Virginia for the Pentagon has 184 benches, one for each person who died as a result of the crash.</p>
<p>In Pennsylvania they remember the sacrifices made on 9-11 with the <u>Bells of Remembrance</u> which ring forty times while the names of the victims are read aloud.</p>	<p>On September 11, 2011, the two huge pools where the Twin towers stood will be unveiled, along with the 2,983 names of the victims.</p>

<p>The Freedom Tower, which will stand 1,776 feet high, will be completed in 2013 in New York City.</p>	<p>Each 9-11 New York turns on lights that shine into the sky where to World Trade Center towers once stood.</p>
<p>People gather at the Pentagon and in Pennsylvania to read the names of the heroes who lost their lives.</p>	<p>It is important that we remember the events of 9-11. We should honor the fallen heroes and let them be an example for our own service to others.</p>


## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	September 11 Aftermath
<b>Focus:</b>	Vocabulary, Predicting

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.	
<b>Gain prior knowledge by asking students the following questions</b>	
After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?	
What do you know about heroes?	
Who is your hero or role model (someone you want to be like)?	
From the information you received yesterday, who would you say acted like a "hero"? (the passengers on Flight 93 that crashed in Pennsylvania).	
Content (the "Meat")	
<b>Today's Lesson</b>	<b>*Activity → Teachable Moment(s) throughout</b>  It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.
Today we are going to learn more factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.	
<b>Vocabulary</b>	
<b>Word for Today: hero</b> <b>Description:</b> A hero is an ordinary person who acts in a selfless way in an extraordinary situation. Superheroes are cartoon characters who overcome obstacles by having special powers. But real heroes do not have any special powers just a special commitment to do what is right. <b>Brainstorm</b> with students something they have heard about that was heroic. Maybe it is the fireman who rescued the people from the burning building, or the mother who gave her daughter a kidney in a transplant, or the child who called 911 when his grandmother had fallen. <b>Ask</b> them to name some situations that might lend itself to being a hero or acting in an heroic manner. Make a list. Ask them about taking up for a person who is being teased or bullied in some way. Ask if it takes heroism to stand up to a "popular" student. Review yesterday's word. Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful	
<b>Vocabulary Notebook Sample:</b>	

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<p><b>New Word</b></p> <p style="text-align: center;">hero</p>	<p><b>My Description</b></p> <p>Person who responds to a disaster without thinking about themselves but thinking about how they could help</p>	
<p><b>Personal Connection</b></p> <p>Thomas Jefferson is a hero of American Independence.</p>	<p><b>Drawing</b></p> 	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p style="text-align: center;"><b>Predicting</b></p> <p>It is hard to know if you will behave in an heroic way before something disastrous happens. For the people who were faced with the events of September 11, many who would not consider themselves heroic, certainly behaved in an heroic manner. We know that the passengers of Flight 93 acted in an heroic way and crashed with the plane in Pennsylvania. Predict what other types of heroism you think people exhibited on 9-11. Who were the people? Did they have some special power? In your opinion what made these people behave in the way that they did? Make a list of qualities that you think these heroes would have.</p>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Today we are going to listen to the story of what happened after the Twin Towers collapsed, the Pentagon was smashed, and the plane crashed in Pennsylvania. Read the section of the <b><u>Story of 9-11, The Aftermath</u></b>, on pages 2 and 3.</p> <p>Look at the quote from President Bush, "These acts shatter steel, but they cannot dent the steel of American resolve." Examine the quote word by word or phrase by phrase.</p> <p>"These acts" What acts did he refer to?</p> <p>"shatter steel" What does shatter mean? What do you usually think of as "shattering"?</p> <p>How does steel compare to glass?</p> <p>"but they" Who is they? Why did they want to "shatter" the United States</p> <p>"cannot dent the steel of American Resolve" What is a dent? What is resolve? How could you dent resolve? How is American resolve different than other country's?</p> <p>As a group, rewrite the George Bush quote in the words that you have come up with to describe each of the phrases.</p> <p>In pairs have students write several sentences about the events of 9-11, what happened and how people acted in an heroic manner.</p>		<p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## The Story of 9-11 Never Forget!

### Tragedy Strikes

September 11, 2001 was like any other week day. Thousands of people were heading to work or had just arrived at the World Trade Center in New York City. The Twin Towers, giant 110 story buildings, stood side by side looking over the city and the harbors.

Several hundred miles away in Massachusetts and Washington D.C., men were boarding four different airplanes in order to hijack them and crash into the Twin Towers, the Pentagon, and one other Washington D.C. destination. Just before 8:00 in the morning, two planes took off from Logan International Airport in Boston on their way to Los Angeles. Shortly after take-off, the first plane, American Airline Flight 11 turned south and at 8:45 smashed into the North Tower of the World Trade Center. The second scheduled flight from Boston, United Airlines Flight 175, headed toward New Jersey where it made a U-Turn, and at 9:05, just 20 minutes after the first plane hit the North Tower, it smashed into the South Tower.

A lot was happening on the morning of September 11. From Dulles International Airport a flight left at 8:10 flying west across northern Virginia and West Virginia before making a U-Turn and heading back to Washington D.C. where it crashed into the west side of the Pentagon at 9:40 a.m. At the same time a flight left Newark International Airport headed toward San Francisco, and when it got to Ohio, it made a U-Turn and headed back toward Washington D.C. as well. The passengers had used cell phones to call family when the plane was first hijacked and knew about the bombing of the Twin Towers. They decided to stop the hijackers and caused the plane to crash in Shanksville, Pennsylvania at 10:10 a.m. instead of allowing it to return to Washington D.C.

The tragic events of 9-11 continued to unfold. There seemed to be one emergency after another. Rescue workers, firefighters, paramedics, and policemen and everyday citizens

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begin to help people from the World Trade Center Twin Towers. People were walking down many stairs to get to the street and safety. They could not use the elevators because of the fires in the buildings. Rescue workers entered the Towers to help these survivors. Brave men and women risked their own lives to help others. At 9:59 a.m. the South Tower began to collapse and one floor fell down on the floor below, and in seconds the Tower was gone. At 10:28 the North Tower did exactly the same thing and came crashing down. In less than 2 hours, nearly 3,000 Americans had lost their lives because of the attacks on September 11.

### The Aftermath

After the Towers collapsed and the west section of the Pentagon destroyed, many everyday heroes continued to show up and help day after day. Rescue and iron workers began going through the ruins of the buildings and sifting through the debris, looking for survivors and people who had died in the attack. As the emergency workers assembled in each of the locations, the rest of America began to come together to offer support for the victims and families. George Bush was President of the United States and he knew that the tragic events of September 11 would not define Americans. He said, "These acts shatter steel, but they cannot dent the steel of American resolve." President Bush had faith that Americans would pull together to protect and rebuild the destroyed places.

Immediately workers began to clean up the rubble left where the World Trade Center Twin Towers had been. This became known as Ground Zero. The clean-up took a long time at the World Trade Center. In nine months workers had removed 1.8 million tons of steel and concrete from the site. What was left was a huge hole known as the "pit". At the Pentagon workers also began removing the debris from the west side of the building. In Pennsylvania, the people were quickly able to remove the wreckage. In Pennsylvania the people created a temporary memorial and made plans to build a permanent memorial.

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There were many heroes on September 11 and in the clean-up that followed. Firefighters raced into the burning buildings without thinking about themselves. 341 of them lost their lives helping others. Iron workers came from across the United States to clear away the debris and rubble. Doctors and nurses made themselves available to the injured. And ordinary citizens, like you and me went to work to remove rubble. Dogs were heroes too. One dog, Roselle, led her blind master down 78 flights of stairs. You might wonder why he didn't take the elevator. Once the Towers were hit by the airplanes, the electricity went out and elevators require electricity to operate. Children and adults from all over the world began sending cards and letters to the families and to the rescue workers to thank them and wish them well.

### Planning To Remember

Almost immediately the people of the United States began to think about and discuss what sort of memorials should be created at each of the three sites. Today at the Pentagon visitors can walk among the 184 benches that represent the victims of the Pentagon attack on 9-11. It opened 7 years after the attack in 2001. In Pennsylvania, a marble wall with 40 pieces, one for each passenger on Flight 93 will be written. It will be surrounded by a garden of wildflowers. In New York, on September 11, 2011, on the 10<sup>th</sup> anniversary of the attacks, the people who attend the remembrance ceremony will see the plans for reflecting pools (one where each of the Twin Towers stood), bronze panels with the names of the victims, large artificial waterfalls flowing into the pools and the Freedom Tower which when finished in 2013 will be 1,776 feet tall. This height honors the birth of the United States in 1776. In New York there will also be a museum that will educate the millions of visitors that are expected each year so we can prevent such a tragedy from occurring in the future.

Today, there are two things that we can do to honor those people who died in the tragedy of September 11. First we can remember them and their families. We can remember the

## Consult 4 Kids Lesson Plans

events of that day. We can remember that people's hatred of America and Americans gave them permission to act in such destructive ways and make decisions about how to change that. We can remember that Americans rallied together to find solutions to a common problem, and that people across the country felt a "one for all and all for one" connection. As a class, you might want to create a Peace Mural or Diversity Quilt. You might want to plan a ceremony to remember the victims and families of 9-11. You might want to write a group report on all that you have learned about September 11, 2001. You might want to write a poem, create a Reader's Theater script, or celebrate America in singing.

The second thing we can do is to find a way to be of service in our community. There are many ways that we can help in our community. We can find a flower bed at the school that would look better with flowers. We might write room numbers on P.E. equipment, clean-up the playground, redistribute items in the Lost and Found, develop of list of things that people can do when they are angry instead of hitting or hurting another person, or even join with a community agency in supporting a project such as a community health fair. We can visit a retirement home, make cards for people in hospitals, or send letters to service men and women. By serving others we will honor the efforts made by those who came to New York, Washington D.C., and Pennsylvania in the aftermath of 9-11.

Picture in your mind the eleven year old girl adjusting a ribbon on a vase at a memorial just outside of Shanksville, Pennsylvania. See her carefully touch the ribbon so the bow stays nice and tight. Understand that this girl was only one year old when her father, Donald Greene, was one of the 40 passengers who gave his life to protect another American from being hurt or killed. Imagine what you would want to say to Jody Greene if she were your best friend. Imagine what you would want to hear if you were Jody Greene.

For additional resources on 9-11, you can go to:

[www.readinga-z.com](http://www.readinga-z.com) for leveled books on the topic

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Local library

Also, surf the web for photos and maps to share with your students

9-11 Fact Cards

<p>The Twin Towers of the World Trade Center were in New York City close to the Atlantic Ocean.</p>	<p>The Twin Towers were 110 stories tall. Thousands of people worked in the two Towers each day.</p>
<p>On February 26, 1993 the Towers were attacked when someone drove a car full of explosives into the underground parking lot.</p>	<p>On September 11, 2001, two planes smashed into first the North Tower and 17 minutes later into the South Tower.</p>
<p>The airplanes were hijacked in Boston. One from American Air, Flight 11, and the second from United, Flight 175.</p>	<p>Both of the flights that were hijacked and smashed into the Twin Towers were supposed to be going to Los Angeles.</p>

<p>In the North Tower, the airplane hit the building between floors 93 and 99.</p>	<p>In the South Tower, the airplane hit the building between floors 77 and 85.</p>
<p>99% of the people who were in the building <b>BELOW</b> the crash survived by walking down the stairs.</p>	<p>The first airplane smashed into the North Tower at 8:45 a.m.</p>
<p>The second airplane smashed into the South Tower at 9:05 a.m.</p>	<p>A third plane left Dulles International Airport and smashed into the Pentagon in Washington D.C. at 9:40 a.m.</p>



<p>A fourth airplane left Newark New Jersey and smashed into Shanksville, Pennsylvania at 10:10, because the brave passengers did not let the plane reach Washington D.C.</p>	<p>As soon as the people in the Towers realized what had happened, they began to walk down the stairs to find safety.</p>
<p>56 minutes after the second plane smashed into the South Tower, it began to collapse and came crashing down.</p>	<p>29 minutes later the North Tower collapsed as well.</p>
<p>When the Towers collapsed, firefighters, police officers, and citizens of more than 75 countries were killed. In total, 2,753 people died in New York.</p>	<p>There are many stories of heroism. Heroes, including firefighters and policemen, also included ordinary people like Rick Rescorla, who lost his life saving others.</p>

<p>There have been many memorials built to honor those who lost their lives on 9-11 in New York, Washington D.C., Pennsylvania and other places.</p>	<p>In Bayonne, New Jersey there is a large structure that has a crack down the middle with a teardrop hanging down in the center. It looks like the Trade Center being torn apart.</p>
<p>The structure in New Jersey is called the Tear of Grief and is 100 feet tall and the teardrop is 40 feet in length.</p>	<p>The memorial in Arlington, Virginia for the Pentagon has 184 benches, one for each person who died as a result of the crash.</p>
<p>In Pennsylvania they remember the sacrifices made on 9-11 with the <u>Bells of Remembrance</u> which ring forty times while the names of the victims are read aloud.</p>	<p>On September 11, 2011, the two huge pools where the Twin towers stood will be unveiled, along with the 2,983 names of the victims.</p>

<p>The Freedom Tower, which will stand 1,776 feet high, will be completed in 2013 in New York City.</p>	<p>Each 9-11 New York turns on lights that shine into the sky where to World Trade Center towers once stood.</p>
<p>People gather at the Pentagon and in Pennsylvania to read the names of the heroes who lost their lives.</p>	<p>It is important that we remember the events of 9-11. We should honor the fallen heroes and let them be an example for our own service to others.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	September 11 Review
<b>Focus:</b>	Review—On Being American

**Materials:**

Information about 9-11  
 Fact Cards  
 Vocabulary Cards

### Opening

#### State the objective

The objective of these two days is to finalize the 9-11 project. In this lesson plan you will find a list of 3 different activities that you can do with students.

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

Students have learned a great deal about the events of September 11 and the aftermath of those events. Ask students the following:

Is there anything about 9-11 that you would like to know that we did not talk about? (record any response that they make)  
 Let them know that you will give them a list of web sites that have been developed for youth that they can look at to discover information that they do not already have.

Ask them to think of 1 or 2 words to describe the events of 9-11 and to share those with first a peer and then the whole group.

### Content (the "Meat")

#### Activity

Here are three activities for you to choose from:

#### **Pledge of Allegiance (Grades 2-5)**

- Write the Pledge on the board or chart paper. Pay special attention to "liberty and justice for all". What does this mean? What is liberty? Why do we recite this Pledge each day? Ask pairs of students to illustrate this Pledge.

#### **Letter to The Future (Grades 2-5)**

- Students write letters to the future about what they hope will happen to create a more peaceful world. For younger students, provide the following prompt:
  - Dear Future,
  - When I am an adult I hope that....
  - I hope that we will be more peaceful by...

#### **Quote Book (Grade 2-5)**

- Considering the vocabulary that we learned around the events of 9-11, have students write a quote on each of the words and create a "Quote Book" to commemorate your activity.

Closing	
	Review
Say:	<ul style="list-style-type: none"><li>• Please recap what we did today.</li><li>• Did we achieve our objectives?</li></ul>
Debrief	
<b>Three Whats</b>	
Ask the following three what questions:	
	What was your key learning for the day?
	What opportunities might you have to apply this key learning in the "real world"?
	What advice would you give to a "new" student getting ready to do this activity?

<b>Reflection (Confirm, Tweak, Aha!)</b> <ul style="list-style-type: none"><li>• Ask students to think about what they did today with the information about 9-11.</li><li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li><li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li><li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li></ul>
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**Additional Resources**

**Websites**

**Facts About 9-11 For Kids (EHow)**

This site provides the basic facts regarding 9-11 and is written for kids

[http://www.ehow.com/info\\_7973396\\_september-11-2001-kids.html](http://www.ehow.com/info_7973396_september-11-2001-kids.html)

**A Letter From Laura Bush To Elementary School Children on September 12**

[http://www.classbrain.com/artfree/publish/article\\_235.shtml](http://www.classbrain.com/artfree/publish/article_235.shtml)

**Information and Activities for High School Students 9-11**

[http://essays.ssrc.org/sept11/essays/teaching\\_resource/tr\\_intro.htm](http://essays.ssrc.org/sept11/essays/teaching_resource/tr_intro.htm)

**PBS**

This site provides facts and information, as well as lesson plans for youth at every grade level

[www.pbs.org/americaresponds](http://www.pbs.org/americaresponds)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	September 11 Pick 1
<b>Focus:</b>	Vocabulary, History Review

**Materials:**

Information about 9-11—use information from previous days

Fact Cards—use information from previous days

Vocabulary Cards—create card for the word “rescue”

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

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

After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?

What do you know about what a rescue is?

What are some things that you might need to be rescued from?

Have you ever been rescued? If yes, how did you feel about being rescued?

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to revisit the factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.

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

#### Vocabulary

**Word for Today:** rescue

**Description:** Rescue is a word that means to be saved from something. Cats can be rescued from a tall tree, people can be rescued during a flood when the water gets higher, if you don’t have enough money to pay for a purchase you can be rescued by your mom or dad who can give you a loan.

**Brainstorm** a time when you would want to be rescued. Discuss how that rescue might take place. Think about whether or not you would rather be the person who needs to be rescued or the person who is doing the rescuing? Why do you think that?




**Ask** students to share their thoughts with another student.

Review yesterday’s word.

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book

## Consult 4 Kids Lesson Plans

<b>Vocabulary Notebook Sample:</b>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>New Word</b>   <div style="text-align: center; padding: 10px;">rescue</div> </td> <td style="width: 50%; padding: 5px;"> <b>My Description</b>   <div style="text-align: center; padding: 10px;">To take someone or something from a dangerous situation and putting them safe</div> </td> </tr> <tr> <td style="padding: 5px;"> <b>Personal Connection</b>   <div style="text-align: center; padding: 10px;">The person was able to rescue the family from the burning building.</div> </td> <td style="padding: 5px;"> <b>Drawing</b>   <div style="text-align: center; padding: 10px;">  </div> </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center; padding: 10px;">rescue</div>		<b>My Description</b>  <div style="text-align: center; padding: 10px;">To take someone or something from a dangerous situation and putting them safe</div>	<b>Personal Connection</b>  <div style="text-align: center; padding: 10px;">The person was able to rescue the family from the burning building.</div>	<b>Drawing</b>  <div style="text-align: center; padding: 10px;">  </div>	
<b>New Word</b>  <div style="text-align: center; padding: 10px;">rescue</div>	<b>My Description</b>  <div style="text-align: center; padding: 10px;">To take someone or something from a dangerous situation and putting them safe</div>					
<b>Personal Connection</b>  <div style="text-align: center; padding: 10px;">The person was able to rescue the family from the burning building.</div>	<b>Drawing</b>  <div style="text-align: center; padding: 10px;">  </div>					
<b>Activity</b>		<p>Review the entire story one more time. After today the activities will involve having an understanding of the entire story. Have students share their thoughts with one another. Ask them to think about the key learnings for them.</p> <p>This is day three of working on one of the options below.</p> <p><b>Option #1:</b> Create a mural of the events of 9-11. This mural could have three sections: the event itself (planes crashing into the Towers, the Pentagon, and the field in Pennsylvania; section 2 the clean-up efforts in each of the locations; section 3 the remembrance ceremonies that have been held for the past 10 years).</p> <p><b>Option #2:</b> Create a quilt that depicts the events of 9-11. Each student creates two 8" squares that depict the events of 9-11 and the aftermath. When all of the squares are complete, place them on a backing of butcher paper leaving 1" strip in between the squares"</p> <p><b>Option #3:</b> Create a timeline, beginning with the take-off of the first plane through the remembrance services of September 11, 2011.</p> <p>Select one of these options. If students complete an option more quickly than the 3 days allocated, then you can select a second option.</p>				
<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>						

### Closing

#### Review

Say:

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

## Consult 4 Kids Lesson Plans

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Pledge of Allegiance September 11
<b>Focus:</b>	Review—On Being American

**Materials:**

Information about 9-11  
 Fact Cards  
 Vocabulary Cards

### Opening

#### State the objective

The objective of these two days is to finalize the 9-11 project. In this lesson plan you will find a list of 3 different activities that you can do with students.

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

Students have learned a great deal about the events of September 11 and the aftermath of those events. Ask students the following:

Is there anything about 9-11 that you would like to know that we did not talk about? (record any response that they make)  
 Let them know that you will give them a list of web sites that have been developed for youth that they can look at to discover information that they do not already have.

Ask them to think of 1 or 2 words to describe the events of 9-11 and to share those with first a peer and then the whole group.

### Content (the "Meat")

#### Activity

Here are three activities for you to choose from:

#### **Pledge of Allegiance (Grades 2-5)**

- Write the Pledge on the board or chart paper. Pay special attention to "liberty and justice for all". What does this mean? What is liberty? Why do we recite this Pledge each day? Ask pairs of students to illustrate this Pledge.

#### **Letter to The Future (Grades 2-5)**

- Students write letters to the future about what they hope will happen to create a more peaceful world. For younger students, provide the following prompt:
  - Dear Future,
  - When I am an adult I hope that....
  - I hope that we will be more peaceful by...

#### **Quote Book (Grade 2-5)**

- Considering the vocabulary that we learned around the events of 9-11, have students write a quote on each of the words and create a "Quote Book" to commemorate your activity.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

### Additional Resources

#### Websites

##### Facts About 9-11 For Kids (EHow)

This site provides the basic facts regarding 9-11 and is written for kids

[http://www.ehow.com/info\\_7973396\\_september-11-2001-kids.html](http://www.ehow.com/info_7973396_september-11-2001-kids.html)

##### A Letter From Laura Bush To Elementary School Children on September 12

[http://www.classbrain.com/artfree/publish/article\\_235.shtml](http://www.classbrain.com/artfree/publish/article_235.shtml)

##### Information and Activities for High School Students 9-11

[http://essays.ssrc.org/sept11/essays/teaching\\_resource/tr\\_intro.htm](http://essays.ssrc.org/sept11/essays/teaching_resource/tr_intro.htm)

#### PBS

This site provides facts and information, as well as lesson plans for youth at every grade level

[www.pbs.org/americaresponds](http://www.pbs.org/americaresponds)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	September 11 Quilt
<b>Focus:</b>	Vocabulary, Understanding an Historical Event

**Materials:**

- Information about 9-11—Use from previous lessons
- Fact Cards—Use from previous lessons
- Vocabulary Cards—Create with word “firefighter” vocabulary card

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

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

- After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?
- What do you know about firefighters?
- What are some things that firefighters do during disasters?
- If you could interview a firefighter, what would you most like to ask him or her?

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to revisit the factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.

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

#### Vocabulary

**Word for Today:** firefighter

**Description:** A firefighter is another name for a fireman. These brave men and women try to protect people from the dangers of fire. Firefighters are people who are often the first responders in a disaster. Firefighters wear helmets and heavy clothing to protect them from the flames of a fire.

**Brainstorm** with students times when a firefighter would be the person who should be first on the scene. (house fire, building/business fired, forest fire, rescue efforts especially when a tall ladder is necessary, conducting checks on fire hydrants)

**Ask** students to share their thoughts with another student.


Review yesterday’s word.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

## Consult 4 Kids Lesson Plans

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">firefighter</p>	<p><b>My Description</b></p> <p style="text-align: center;">Person who is professional and trained to put fires out in either populated or forested areas</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">My uncle is a firefighter for the local Fire Department.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

### Activity

Today we are going to listen to the story of what happened on September 11. Reread the entire story from beginning to end. Stop and ask questions are invite students to comment. Give them opportunities to put their heads together and share the thoughts that are going through their minds.

This is day two of working on one of the options below.

**Option #1:** Create a mural of the events of 9-11. This mural could have three sections: the event itself (planes crashing into the Towers, the Pentagon, and the field in Pennsylvania; section 2 the clean-up efforts in each of the locations; section 3 the remembrance ceremonies that have been held for the past 10 years).

**Option #2:** Create a quilt that depicts the events of 9-11. Each student creates two 8" squares that depict the events of 9-11 and the aftermath. When all of the squares are complete, place them on a backing of butcher paper leaving 1" strip in between the squares"

**Option #3:** Create a timeline, beginning with the take-off of the first plane through the remembrance services of September 11, 2011.

Select one of these options. If students complete an option more quickly than the 3 days allocated, then you can select a second option.

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.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

### Closing

#### Review

Say:

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

## Consult 4 Kids Lesson Plans

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	September 11 Community Brainstorm
<b>Focus:</b>	Vocabulary, Project-Based Learning

**Materials:**

Information about 9-11—use information from previous days

Fact Cards—use cards from previous days

Vocabulary Cards—create card for the word “ruins”

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

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

You have completed a project of remembrance. Share your thoughts about 9-11 at this point. What do you know now that you didn't know before? What ideas do you have about the importance of remembering this event? In your opinion, how is it that such an event can hold us all together?

What does the word “ruin” mean? (Students will probably tell you that it means to destroy something—this is the verb, to ruin.) The word ruin can also be a noun. As a noun it means the debris or rubble that is left from something that has been destroyed. Be sure that students understand both meanings. In the story of 9-11, ruin is a noun.

### Content (the “Meat”)

#### Today's Lesson

Today we are going to consider what we could do to provide a service to our community much in the same way as firefighters, doctors, iron workers, and ordinary people provided service on 9-11. You have had the beginnings of this conversation earlier this week.

#### Vocabulary

**Word for Today: ruins**

**Description:** A ruin is the debris or rubble that remains when a building has been destroyed. There are ruins that you can visit because they are historically important—the Coliseum in Rome, the Parthenon in Greece, the site of the Twin Towers. While ruins can be visited you need to be careful because the location can be dangerous.

**Ask** students if they have seen buildings in the community that are ruins—buildings with broken windows, often covered with graffiti, and completely deserted by people. Ask students the difference between a ruin and an unoccupied building.

Review yesterday's word.


Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

**Vocabulary Notebook Sample:**

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

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

## Consult 4 Kids Lesson Plans

<p><b>New Word</b></p> <p style="text-align: center;">ruin</p>	<p><b>My Description</b></p> <p style="text-align: center;">A building that is left over after a disastrous event</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">They went to Rome and saw the ruins of the ancient city.</p>	<p><b>Drawing</b></p> 	
<p style="text-align: center;"><b>Activity</b></p> <p>Today is the first day of the next 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to work to determine which community you want to work with and then what need they have that you might fill. For students in 2<sup>nd</sup> and 3<sup>rd</sup> grade it may be more important that you do something on the school campus or at least close to the school.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the lost and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address.</li> <li>3. Brainstorm the possible ways that you could help.</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on).</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> </ol>		<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Have students reflect on the service. Have them answer questions about the task but also what benefits the activity had for the people receiving the service as well as thinking about how the service has affected them.</li> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</li> </ol>	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	September 11 Service Preparation
<b>Focus:</b>	Vocabulary, Project-Based Learning

**Materials:**

Information about 9-11—use material already copied  
 Fact Cards—use materials already copied  
 Vocabulary Cards—create a vocabulary card for the word “brave”

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

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

Talk with another student about the service project you have selected. Talk about how you both think the beneficiary of the service will feel.

What does it mean to be brave?

What have you done that was brave and took a great deal of courage?

If you are brave can you still feel afraid?

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to plan and prepare for the service project tomorrow. Take time to plan well. Remember the expression, “Go slow to go fast”. Apply the skill of metacognition and think about how you are thinking or feeling about the planning and the activity that you will be doing tomorrow.

#### Vocabulary

**Word for Today: brave**

**Description:** Brave is a word used to describe a behavior that is courageous. Brave people may be afraid but they do not let the fear define their behavior. Instead they act bold and valiant and think of others more than themselves. Brave people often inspire other people to be brave as well.

**Ask** students to think about a time when they behaved in a brave way. Ask them how it felt to be brave. Ask them to share with one another the thoughts that they have.


Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

**Vocabulary Notebook Sample:**

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

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

## Consult 4 Kids Lesson Plans

<p><b>New Word</b></p> <p style="text-align: center;">brave</p>	<p><b>My Description</b></p> <p style="text-align: center;">Acting with courage, doing what you think is right even if you are afraid</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">The firefighter was very brave to enter the burning building.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>	
<p style="text-align: center;"><b>Activity</b></p> <p>Today is the second day of a 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to plan and organize that activity that you selected.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the lost and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address</li> <li>3. Brainstorm the possible ways that you could help</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on)</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> <li>2. Have students reflect on the service. Have them answer questions about the task but also what benefits the activity had for the people receiving the service as well as thinking about how the service has affected them.</li> </ol>		<p>You are working on the Day 2 part of the process.</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

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| <ol style="list-style-type: none"> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</li> </ol> |  |
|--|--|

Closing
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>



<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	September 11 Service
<b>Focus:</b>	Vocabulary, Project Based Learning

<p><b>Materials:</b>          Information about 9-11          Fact Cards          Vocabulary Cards</p>
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### Opening

**State the objective**

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

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

Talk with another student about the service project that has been selected. Talk about how the two of you think the beneficiary of the service will feel.

What do you think about when someone says "Be careful! Danger ahead!"


What kind of things exist in a dangerous situation (unknown, unsafe conditions).

### Content (the "Meat")

<p style="text-align: center;"><b>Today's Lesson</b></p> <p>Today we are going to implement the service project that you have chosen and planned. Take time to execute on the plan carefully. Remember the expression, "all for one and one for all" and work together to make this a positive experience. Apply the skill of metacognition and think about how you are thinking or feeling as you are executing the activity.</p>	<p><b>*Activity → Teachable Moment(s) <i>throughout</i></b></p>
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<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Word for Today:</b> danger</p> <p><b>Description:</b> Danger is a word that describes a situation that is not safe. Danger is a threat or a menace and a situation that will put you in jeopardy. One of the universal symbols for danger is a skull and cross bones, another is the sign for "no", a red circle with a line diagonally through the circle.</p> <p><b>Give</b> students an opportunity to discuss a time that they were in danger. Have students describe how they knew that they were in danger and what they did about it? Ask how they can determine that something will be dangerous <b>BEFORE</b> they are in the middle of a bad situation?</p> <p>Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful</p> <p><b>Vocabulary Notebook Sample:</b></p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. can be made from ½ of a composition book.</p>
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## Consult 4 Kids Lesson Plans

<p><b>New Word</b></p> <p style="text-align: center;">danger</p>	<p><b>My Description</b></p> <p style="text-align: center;">Something that creates an unsafe environment or place to be, physically or emotionally</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">He saw the danger sign and went ahead anyway.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>	
<p><b>Activity</b></p> <p>Today is the third day of the 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to implement the activity that you selected. You will also take time to reflect on the project when it is complete.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the lost and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address</li> <li>3. Brainstorm the possible ways that you could help</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on)</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> </ol>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Have students reflect on the service. Have them answer questions about the task but also what benefits the activity had for the people receiving the service as well as thinking about how the service has affected them.</li> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</li> </ol>	
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### Closing

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

### Debrief

<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>
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<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Friend or Foe Chart
<b>Focus:</b>	Fluency, Vocabulary

<b>Materials:</b>	
Information about Water—Friend or Foe	Fact Cards
Vocabulary Notebook	Chart Paper

### Opening

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

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

What is the difference between the words friend and foe? (on your side, supporter, likes you and enemy, dangerous, harmful)

How is it possible that something like water can be both friend and foe?

Give examples of a friendly use of water.

Give examples of water as a foe.

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to consider how water is both friend and foe. We are going to learn some additional information about water and then we are going to look at some facts about water and decide whether the fact represents water as a friend or water as a foe. Small groups will create a chart labeled Friend – Foe and list the facts in the appropriate column and illustrate at least two of those facts.

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

#### 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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

students to the next level.

### Fluency Activity of the Day

**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

**Word for Today:** erosion

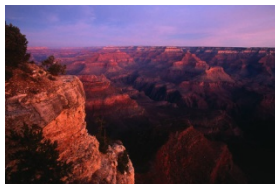
**Description:** Erosion is a word that refers to a process in which things are slowly, over time, and often with the power of water, destroyed or removed. For instance, if you were to create a channel or ditch in the ground and begin to run water down it, before long the ditch or channel would be wider as the flowing water soaked up some of the dirt on the edges. Another way to say erosion is "wearing away". If you have ever been standing on the beach in the sand, when the wave hits your feet, some of the sand is eroded or moved away from your feet.

**Ask** students if they have ever seen water working to erode something, usually dirt, away. Ask them why flowing water can be so powerful.

Review yesterday's word--ignite

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">erosion</p>	<p><b>My Description</b></p> <p style="text-align: center;">Process of water and wind wearing away at the Earth</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">The Grand Canyon was made by erosion of water and wind.</p>	<p><b>Drawing</b></p> 

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from 1/2 of a composition book.

### Activity

#### Water—Friend or Foe Chart

Students will have an opportunity to work in pairs to determine whether certain facts/information about water would be classified as water as friendly or water as not friendly (foe) to people. They will use the information that they review today, the water facts cards, and the information they received in lessons #1 and #3.

**Directions:**

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.



## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>1. Review the material with students as a large group.</li> <li>2. Have them read and discuss the material for today and days #1 and #3.</li> <li>3. Divide students into pairs, giving each a piece of chart or poster paper.</li> <li>4. Give each group a copy of the written material, or post the information on a chart for all to see.</li> <li>5. Have students write the fact on one side of the chart or the other, depending on whether they think the fact is friend or foe.</li> <li>6. Pairs should illustrate at least 2 of the facts.</li> <li>7. Pairs should share their chart with at least one other group.</li> </ol>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the "real world"?</li> <li>What advice would you give to a "new" student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about water, friend or foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

### Water—Friend and Foe

"We use water every day—for drinking, for watering our lawns and gardens, for recreation, and for many uses that we don't necessarily see but which are critical to our lives. Large quantities of water are used to generate power and to cool electricity-generating equipment. Water is used for irrigation, aquaculture, and for many industrial processes and commercial uses. Our nation's underground and surface waters are vitally important to our everyday life."<sup>1</sup>

Some of the most powerful forces of destruction also involve water. Tsunamis, huge ocean waves that are caused by earthquakes or other movement under the sea, are some of the most destructive. There are several types of earthquakes and generally only one type of earthquake will cause a tsunami. Think about a slinky. When you stretch a slinky out and let it go, all of the movement is "flat". This is one type of earthquake that can occur and you would not expect a tsunami. If you were to take that same slinky and keeping it flat on a table make it move back and forth, this would represent a second type of earthquake where this is shaking and the feeling of moving back and forth. With this type of earthquake you would not expect a tsunami either. Now, if you take that same slinky, hold one end to the table and then flick the free end up and down you would demonstrate the third type of earthquake. This is what happens when the Earth's crust is pushed up suddenly and the water rises as well. This rise in water creates the tsunami. The wave begins to grow taller and as it does, the water is pulled back from the coast to backfill the gap in the water as the wave grows higher. When the wave reaches land it can be hundreds of feet high and will crash down on the coast and the towns and cities that are on the coast. Tsunamis are most likely to occur in what is called the Ring of Fire which follows the rim of the Pacific Ocean from the tip of South America around to Australia.

Water is also powerful as it moves from place to place. This movement can be used to create hydro-electric power which is very helpful; but it can also cause flooding and a great deal of damage. Moving water is what created the Grand Canyon in a process called erosion. Moving water is a home to many fish and other life, and it also serves as a transportation highway for many products. Polluted water is harmful to humans, plants and animals.

Water can be both friend and foe. However, without water, life on Earth would end.

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<sup>1</sup> Credit: USDA, Natural Resources Conservation Service

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Wind and Air Twister in a Bottle
<b>Focus:</b>	Fluency, Vocabulary

**Materials:**

Information about Four Elements (attached to this lesson plan)

Fact Cards (attached to the lesson plan)

Vocabulary Notebook

**IMPORTANT:** At least one hour before the activity, prepare the bottles for the Twister Activity

### Opening

#### State the objective

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

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

After the lesson we had yesterday, what do you know about water that you didn't know before?

Can you name the seven continents?

What are some of the ways that water is helpful? Is not helpful?

If you could interview a person who works for the water department, what would you ask them?

### Content (the "Meat")

#### Today's Lesson

Today we are going to review factual information about one of the four elements—wind/air. At the end of the time we are going to create a whirlpool in a bottle. This is much like a twister or tornado or a hurricane looks. A tornado is strong winds that occur over land and act like a funnel sucking up dirt and debris. A hurricane is made up of strong winds and rain and usually develops over warm water that is sucked up into the eye of the hurricane.

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

#### 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

Repeated Reading passages can be found at:

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

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

Select a book that is at the child's reading level and have them select 250-300 words to

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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 students to the next level.

**Fluency Activity of the Day**

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

**Vocabulary**

**Word for Today: global**

**Description:** Global is a word that refers to worldwide or all over the world. When the Earth is represented on a ball-shaped map, that map is called a globe. A globe is a sphere. Global is an adjective that means overall and relating to a whole system.


**Brainstorm** with students things that they believe are global (communication—cell phones, weather, things that people buy that are created in other countries, etc.)

**Ask** students to share their thoughts with another student. about what it means to be global or if they were to grow up and work with a company that was global what that would mean for them.

Review yesterday's word--evaporate

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">global</p>	<p><b>My Description</b></p> <p style="text-align: center;">Something that is world-wide, covering all parts of the world</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">The internet is global—no matter where you live you have access to it.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

**Activity**

**Twister In A Bottle**

**Purpose:** To create a vortex (a circular pattern of flow around a center of low pressure, for students to see so they can better understand a tornado and/or hurricane. When water drains in a sink it creates a vortex.

**Materials:**

- 2 clear plastic liter soda bottles for each group
- Water

practice (even if they move on with the story).

It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation) Vocabulary Notebooks can be made from 1/2 of a composition book

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.

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<ul style="list-style-type: none"> <li>1 " diameter metal or plastic flat washer with a ¼ " opening</li> <li>Black electrical tape</li> <li>White glue</li> </ul> <p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>Divide students into pairs or small groups</li> <li>Fill one of the bottles a little over ½ full with water—be sure to dry the mouth of the bottle</li> <li>Place a thin line of glue around the mouth of the bottle and place the washer on top of it, centering it over the opening.</li> <li>Place a thin line of glue over the mouth of the second bottle and place it upside down on the washer</li> <li>Using electrical tape, carefully wrap and seal the connection of the two bottles, wrapping the necks of the bottle to ensure that they are well connected.</li> </ul> <p><b>IMPORTANT:</b> Wait at least one hour before beginning the activity.</p> <ul style="list-style-type: none"> <li>Holding the bottle with water in it in your hand, slowly flip the bottle over. Observe what happens</li> <li>Predict how you can get the water in the top bottle to flow faster into the bottom bottle</li> <li>Record your responses (spinning the bottle will make the water flow faster)</li> <li>Try the suggestions made by the students</li> <li>Try spinning the bottle</li> <li>Ask: Why does spinning make the water flow faster?</li> <li>Ask: How does this compare to what happens in a tornado or a hurricane.</li> </ul>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the "real world"?</li> <li>What advice would you give to a "new" student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today with the information about wind/air.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>Ask them to comment on what they did today that was like something they had done before except in one</li> </ul>
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## Consult 4 Kids Lesson Plans

particular way which was new to them. (Tweak)

- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

### **Modification:**

You may want to make only two or three of the twister bottles and have children work in larger groups rather than having them work in pairs or groups of 3.

## Consult 4 Kids Lesson Plans

### Wind/Air

#### Facts about wind/air

- Wind moves moisture and heat around the world.
- Wind moves as it warms up and cools down.
- There is a global wind pattern. This pattern determines how the wind blows.
- We measure the speed of the wind, usually in miles or kilometers per hour.
- Tornadoes are formed as part of thunderstorms and are large, spinning funnel-shaped clouds that touch the ground moving about 30 miles per hour.
- The funnel of a tornado creates an updraft and sucks up almost anything it comes into contact with. It works in much the same way as you drinking from a straw, sucking up the liquid that the straw comes into contact with.
- Most tornadoes occur in what has been called Tornado Alley which includes Texas, Oklahoma, Kansas, Nebraska, Iowa, and Colorado, mainly and is bordered by Minnesota, Wyoming, and South Dakota.
- About 750 tornadoes occur in the United States each year.
- Hurricanes are a combination of severe winds and rain that develop above the warm water in the summer. Instead of sucking up dirt like a tornado, a hurricane sucks up moisture.

# Wind/Air Fact Cards

<p>Wind moves moisture and heat around the world.</p>	<p>Wind moves as it warms up and as it cools down.</p>
<p>There is a global wind pattern which determines how the wind will blow.</p>	<p>We measure the speed of the wind in miles or kilometers per hour.</p>
<p>Tornados are formed as part of a thunderstorm</p>	<p>Tornados are large, spinning, funnel-shaped clouds that touch the ground moving at over 30 miles per hour.</p>
<p>The tornado forms a funnel that causes a huge updraft and suck up almost anything it comes into contact with.</p>	<p>A tornado works much like we do when sucking liquid up in a straw.</p>
<p>Most tornados happen in Tornado Alley which includes Texas, Oklahoma, Kansas, Nebraska, Iowa, and Colorado.</p>	<p>Minnesota, Wyoming, and South Dakota border Tornado Alley.</p>



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<p>About 750 tornados a year occur in the United States.</p>	<p>Hurricanes are a combination of severe winds that develop above the warm water in the Atlantic in the summer.</p>
<p>Katrina was the United States worst hurricane, causing tremendous damage to New Orleans and other Southern cities.</p>	



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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

**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

#### Word for Today: atmosphere


**Description:** Atmosphere is another word for air. This word describes the layer of air that surrounds the Earth. What happens in the atmosphere determines the weather that we have on earth. Atmosphere can hold pollen, dust, water, and many other small particles.

**Ask** students to think about a time when they have made a fan and fanned themselves to stir up the air. Ask them why they would use a fan. Ask them why stirring the air would tend to cool them off, even if the air is warm.

Review yesterday's word: erosion. It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

#### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">atmosphere</p>	<p><b>My Description</b></p> <p style="text-align: center;">The air around us is our atmosphere—it is what sustains life</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">The atmosphere is thick with fog and moisture.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

Complete the Vocabulary notebook for each word.

When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)

Vocabulary Notebooks can be made from ½ of a composition book.

### Activity Wind In Action

**Purpose:** Today students are going to use air/wind to create art. They are going to use a straw instead of a brush to move paint around.

#### Materials:

- Construction paper
- Straws (at least 1 per student)
- Liquid tempera paint in a variety of colors: red, green, blue, orange, yellow, purple

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-

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<p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each student a piece of construction paper and have them write their name on the back.</li> <li>2. Give a straw to each student.</li> <li>3. Explain to students (you may want to demonstrate this) that they will place small drops of paint on the paper (same color could be dropped on a variety of different places on the paper).</li> <li>4. Once the drop of paint is on the paper, student will take the straw and blow through the straw to move the paint around on the paper.</li> <li>5. Process is repeated until other colors and paint slides have been created.</li> <li>6. Paper should dry before going home with the student.</li> </ol>	<p>ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the “real world”?</p> <p style="padding-left: 40px;">What advice would you give to a “new” student getting ready to do this activity?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about wind-air, friend or foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Wind-Air, Friend or Foe

Air surrounds us. You cannot see air but you can feel it. Take a deep breath—when you do that you are filling your lungs with air. Hold your hand up to your mouth placing the wrist-end of your palm close to your chin. Blow the air out. What do you feel? Does it feel warm? Does the air touch your hand differently the further away your fingers are from your mouth? Air is made up primarily of nitrogen and oxygen. Other than these gases there are other things in the air including other gases, dust, water, and pollen.

Air is also known as atmosphere. The air that surrounds the Earth like a blanket is called atmosphere. This atmosphere keeps us comfortable. It protects us from both too much heat and too much cold. Earth is the only planet in the solar system that has an atmosphere that supports life. Some planets have toxic atmosphere. Even some moons have an atmosphere. The Earth's atmosphere extends away from the planet for about 6,000 miles, however the first 16 miles are the most compressed. To understand compression imagine a stack of paper towels. Imagine putting books on top of that stack of paper towels. Although there is pressure on the top paper towels, the pressure on the bottom towels is even stronger because the pressure of the books adds to the pressure of all of the paper towels as well. This is why the Earth's atmosphere is more compressed in the 16 miles closest to the surface. This pressure has different effects on people and animals.

Weather, warm or cold, windy or calm, stormy or placid, is what happens in the atmosphere at the lower layers, those closest to Earth. Wind is one of those elements of weather. Wind can be both friend and foe. Wind is helpful. Wind energy is a clean source of energy. Around the world, wind powered turbines can be found, harnessing the wind and turning it into electricity. Gentle wind moves seeds from one place to another and also helps to pollinate plants. Wind can cool an area down or blow in more hot air.

As a foe, wind can whip up a fire, helping fires to be out of control. Many times a forest fire is more dangerous because of the winds that help the fire to jump fire breaks. Winds can also be dangerous if they pick up dust and sand and blow it around eliminating visibility. If you are driving in a dust storm it is best that you pull over and park your car. Put some sort of cloth or handkerchief over your mouth and nose so your lungs are not breathing in the dust and dirt. When winds pick up speed and combine with warm ocean waters hurricanes are created. When wind is over land it can create a funnel cloud that we call a tornado.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Water Cycle Experiment
<b>Focus:</b>	Fluency, Summarizing

<p><b>Materials:</b>          Information about Water          Vocabulary Notebook</p>
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Opening	
<p><b>State the objective</b></p> <p>For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.</p>	
<p><b>Gain prior knowledge by asking students the following questions</b></p> <p>After the lesson we had yesterday, what do you know about the element of Earth?            What are some key facts about Earth that you remember?            Ask students to name the continents. (Draw a triangle map and see if they can identify them.)            From the information you received yesterday, what did you find the most interesting fact.</p>	
Content (the “Meat”)	
<p><b>Today’s Lesson</b></p> <p>Today we are going to learn more factual information about the on one of the four elements—water. At the end of the day we will do an experiment that will let us see the water cycle.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (This is a subscription fee site).            Check with the school day to see if the textbook has these passages (most do).            Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).</p>
<p style="text-align: center;"><b>Fluency</b></p> <p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>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.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition</li> </ol>	

## 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

**Word for Today:** evaporate

**Description:** Evaporate is a word that describes the element of water transforming into a gas. Evaporation occurs when the air "picks up" a molecule of water and absorbs that water into a cloud. Usually evaporation occurs because of heat.

**Brainstorm** with students times that they have seen water evaporate (when a bathing suit dries out, when a wet sidewalk become dry, when a puddle disappears.)

**Ask** them to share how they think evaporation works. Let them know that the experiment you do today will help them understand how evaporation is a key part of the water cycle.

Review yesterday's word—continent.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful


It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from ½ of a composition book.

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">evaporate</p>	<p><b>My Description</b></p> <p style="text-align: center;">The process of water being dried up by the sun and going into the air</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">The water evaporated from the cement on the sunny day.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

### Reciprocal Teaching Summarizing

Summarizing is what you do to capture the major points of something you have read. If you retell you are providing many more details. Today you are going to share the information about water with the students. You can share the information in one of two formats—Fact Cards or a sheet of text. (You could also make a chart of the facts about water if you would like). After sharing the information and discussing it, divide the students into pairs and ask each pair to summarize what has been read and discussed.

Ask students to use no more than 25 words in the summary. When they have summarized the material have student share with the class.

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.

When possible, engage students in a "teach to learn" opportunity and have the

### Activity

### Water Cycle Experiment

**Materials:**

Clear 2 liter bottle (1 for each group of 4-5 students)

1 cup of warm to hot water (not hot enough to burn a student)

## Consult 4 Kids Lesson Plans

<p>Ice Tape</p> <p><b>Preparation:</b></p> <p>Cut the top off of the bottle with scissors. Cut about 2/3 of the way from the bottom of the bottle.</p> <p>Screw the lid onto the bottle top tightly</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Pour the cup of warm/hot water into the soda bottle bottom.</li> <li>2. Put the top of the bottle with the lid on it upside down in the bottle with the water in it.</li> <li>3. Take the tape and wrap it around the bottle where the two pieces connect.</li> <li>4. Place the bottle in the direct sun (if there is not enough sun, use a hair dryer to increase the heat) for about 5 minutes. You should see that the inside of the bottle begins to “sweat”</li> <li>5. Place ice in the top of the bottle so it will begin to cool the air inside the bottle</li> </ol> <p>You should start to see “rain” as the “atmosphere” inside the bottle begins to cool.</p> <p>This is an example of the water cycle: water, evaporation, rain. The water on our planet has been recycled million of times in this manner.</p>	<p>student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about the element water.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

### Water

#### Facts about water:

- Approximately 70% of a grown-up's body is made up of water.
- Drinking 8 cups of water each day is recommended.
- In the United States, millions and millions of gallons of water are used each day.
- The average person uses 80-100 gallons of water daily.
- Approximately 85% of the water that is used in the United States comes from a public water source.
- In the United States, 80% of the water is used for irrigation or generating electricity.
- If you drink too much water in a short period of time you can suffer from water intoxication. This usually happens when you are very physically active.
- Water dissolves more substances than any other liquid.
- Fresh water can be found above ground but most of it is under the ground.
- The same water that existed on Earth millions of years ago still exists on this Earth. Our Earth is a closed system and there is no place for the water to go.
- Water is made up of two elements: 2 parts hydrogen and 1 part oxygen. It is written this way:  $H_2O$ . The hydrogen and oxygen bond together.
- Water comes in three states: ice (solid), water (liquid), water vapor or steam (gas).
- The longest river in the world is the Nile River followed by the Amazon River. In the United States the longest river is the Mississippi.
- Pure water has no smell or taste.
- Water has a variety of uses:
  - cooking
  - cleaning
  - electricity
  - fun
  - irrigation
  - drinking
  - extinguish fires
- The water cycle involves water evaporating (which turns into gas) and rises into the sky where it cools and condenses into tiny drops of water or ice that we see as clouds, and then the water falls back to the Earth as rain, snow or hail and the cycle begins all over again.
- Water freezes at 32° F or 0° C.

# Water Fact Cards

<p>About 70% of the earth's surface is covered by water.</p>	<p>Approximately 70% of a grown-up's body is made up of water.</p>
<p>Drinking 8 cups of water each day is recommended.</p>	<p>In the United States, millions and millions of gallons of water are used each day.</p>
<p>The average person uses 80-100 gallons of water daily.</p>	<p>Approximately 85% of the water that is used in the United States comes from a public water source.</p>
<p>In the United States, 80% of the water is used for irrigation or generating electricity.</p>	<p>If you drink too much water in a short period of time you can suffer from water intoxication. This usually happens when you are very physically active.</p>
<p>Water dissolves more substances than any other liquid.</p>	<p>Water is made up of two elements: 2 parts hydrogen and 1 part oxygen. It is written this way: H<sub>2</sub>O</p>

### Consult 4 Kids Lesson Plans

<p>The same water that existed on Earth millions of years ago still exists on this Earth. Our Earth is a closed system and there is no place for the water to go.</p>	<p>Fresh water can be found above ground but most of it is under the ground.</p>								
<p>The hydrogen and oxygen bond together to form water.</p>	<p>Water is essential to life on Earth.</p>								
<p>Water comes in three states: ice (solid), water (liquid), water vapor or steam (gas).</p>	<p>The largest bodies of salt water are the Pacific Ocean, the Atlantic Ocean, and the Indian Ocean.</p>								
<p>The longest river in the world is the Nile River followed by the Amazon River. In the United States the longest river is the Mississippi.</p>	<p>Pure water has no smell or taste.</p>								
<p>Water has a variety of uses:</p> <table data-bbox="141 1585 730 1774"> <tr> <td>Cooking</td> <td>Extinguish fires</td> </tr> <tr> <td>Cleaning</td> <td>Drinking</td> </tr> <tr> <td>Electricity</td> <td>Irrigation</td> </tr> <tr> <td>Fun</td> <td></td> </tr> </table>	Cooking	Extinguish fires	Cleaning	Drinking	Electricity	Irrigation	Fun		<p>Water freezes at 32° F or 0° C.</p>
Cooking	Extinguish fires								
Cleaning	Drinking								
Electricity	Irrigation								
Fun									

## Consult 4 Kids Lesson Plans

<p>The water cycle involves water evaporating (which turns into gas) and rises into the sky where it cools and condenses into tiny drops of water or ice that we see as clouds, and then the water falls back to the Earth as rain, snow or hail and the cycle begins all over again.</p>	<p>A tsunami is a very dangerous wave in the ocean, usually caused by an earthquake</p>
<p>Another word for tsunami might be tidal wave.</p>	<p>A hurricane is a combination of extreme wind and water and usually develop over the ocean.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Scary Stories Fire
<b>Focus:</b>	Fluency, Vocabulary

<b>Materials:</b>	
Information about Fire	Fact Cards
Vocabulary Notebooks	Supplies for the activity

Opening
<b>State the objective</b>
For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.
<b>Gain prior knowledge by asking students the following questions</b>
After the lesson we had yesterday, what do you know about wind/air? Have you ever experienced or seen a vortex? What are some things that you might need to do if you were in a tornado? What do you know about fire?

Content (the "Meat")	
<b>Today's Lesson</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (This is a subscription fee site).            Check with the school day to see if the textbook has these passages (most do).            Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).</p>
<p>Today we are going to learn some things about fire and how it is both friend and foe. We are going to experience a friendly part of fire—a campfire, and make S'mores and tell scary stories at the end of today.</p>	
<b>Fluency</b>	
<p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>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.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition</li> </ol>	

## Consult 4 Kids Lesson Plans

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

#### Word for Today: ignite

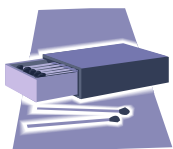
**Description:** Ignite is a word that describes what happens when a fire is started. It is that single moment in which friction happens (like striking a match), a spark strikes (like when lightning hits the ground) or a switch is flipped and creates the necessary action (starting a car or a rocket ship).

**Brainstorm** a time when you saw something ignite (match, barbecue, car, fireworks, stove, etc.) Ask students to think about what they saw at the moment that something ignited. Ask students to share their thoughts with another student.

Review yesterday's word—global.

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful.

#### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">ignite</p>	<p><b>My Description</b></p> <p style="text-align: center;">Striking a match to start a fire</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">They will ignite the barbeque fire in time to grill the hamburgers.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)

Vocabulary Notebooks can be made from ½ of a composition book.

### Activity

#### S'Mores and Scary Stories

One of the wonderful ways to spend time around fire is at a campfire. The fire is safely contained within the boundaries of the fire. Sometimes people will sing during campfires but they also tell Scary Stories and fix S'Mores. Today, that is what the class is going to do.

#### Scary Stories

1. Brainstorm words with students that indicate fear, being very afraid, spooky, and scary.
2. Brainstorm with students events that are scary to them.
3. Ask them if it is more scary to think about something that might really happen or about something like is only a fantasy.
4. Ask them to list everyday events that can take a scary twist.

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

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>5. Discuss why the dark is always scarier than the daylight; why bad things usually happen on a rainy night; why it is scarier when there are only a few people around, etc.</li> <li>6. Have students work in small group or with a partner.</li> <li>7. Have students select a scary story starter from the list they created and complete the tale. Note: If students have their own idea about a scary story, have them run the plot line by you so you know it is appropriate.</li> </ol> <p><b>S'Mores</b>  <b>Supplies:</b> Graham Crackers, Marshmallow Cream, Hershey candy bar or chocolate chips, plastic knife, small paper plate  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each student one whole graham cracker that they will then break in half (a S'More is like a graham cracker sandwich)</li> <li>2. Spread marshmallow cream on one piece of the graham cracker</li> <li>3. Add chocolate chips or piece of a Hershey candy bar</li> <li>4. Put the other half of the graham cracker on as a top or lid</li> <li>5. Eat and enjoy!</li> </ol> <p>Create a campfire by putting a flashlight under some red, yellow and orange tissue paper. Sit around the campfire (all other lights are off or you can do this outdoors) and tell the scary stories and eat the S'Mores          Be prepared to tell a scary story of your own.</p>	<p>determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 20px;">What was your key learning for the day?</p> <p style="padding-left: 20px;">What opportunities might you have to apply this key learning in the "real world"?</p> <p style="padding-left: 20px;">What advice would you give to a "new" student getting ready to do this activity?</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about fire.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>

### Fire

#### Fire Facts

- All fires need to have something that ignites them. This could be a match, an explosion, or the sun focused on a spot by glass.
- Fires must also have fuel, or something to burn. Some natural items like wood, cloth, and dry plants burn more easily than things like rocks, steel, and dirt.
- Fires must also have oxygen. Without oxygen the fire cannot burn. It takes heat, fuel, and oxygen to keep fire burning.
- Gases are the easiest to burn followed by liquids and then solids.
- During a fire, hot plumes of smoky air rise from the flames.
- The best safety strategy for fire is to prevent one from starting. There are things that we can do regularly to keep fires from starting: store combustible liquids safely, use matches and other igniters safely and only with adult permission, and keep trash and debris picked up and out of the way.
- Fire can provide warmth to us when it is cold. It is fire that allows us to cook our food so we are not eating it raw.
- When you go camping, sitting around a safe campfire can be very memorable. One of the things people do at campfires is to make S'mores and tell scary stories.



# Fire Fact Cards

<p>All fires need to have heat, oxygen, and fuel.</p>	<p>Fires are usually ignited by something like a match, an explosion, or focusing a light beam on a fuel through a piece of glass or some other object.</p>
<p>Although with enough heat most everything can turn to a liquid, even rocks and steel.</p>	<p>Fuel for a fire includes wood, cloth, dry plants.</p>
<p>Fire extinguishers work to put out a fire by taking away the oxygen it need to burn.</p>	<p>Gases are the easiest to burn followed by liquids and then solids.</p>
<p>During a fire, hot plumes of smoky air rise from the flames.</p>	<p>Fire can provide us with warmth when we are cold.</p>
<p>Fire provides us with a way to cook and heat our food.</p>	<p>Fire can be a campfire that will help create positive memories for us.</p>

### Consult 4 Kids Lesson Plans

<p>The best safety strategy when it comes to fire is to prevent fires before the start.</p>	<p>Removing fuel and being cautious about igniting fires helps keep us all safe.</p>
<p>Forest fires can be "surface" fires which means that the burning is the undergrowth and the leaf litter.</p>	<p>Forest fires can be "crown" fires which means that the tops of trees are burning and that the fire is moving rapidly from tree top to tree top.</p>
<p>To the Greeks, Prometheus stole fire from the gods to give to man.</p>	<p>To the Chinese, Hui Lu started fires all over earth but these fires were put out by dew and mist.</p>
<p>To the Native Americans, a hero came and took fire back to the people.</p>	<p>To the Africans, when the ostrich was tricked away from the fire, people were able to use it.</p>
<p>In the Amazon, fire came to people because a young boy stole a coal from the jaguar.</p>	

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Fire Mosaic
<b>Focus:</b>	Fluency, Vocabulary

<b>Materials:</b>	
Information about Fire—Friend or Foe	Fact Cards
Vocabulary Cards	Construction paper: red, yellow, orange, purple, and black,
Glue sticks	Scissors

### Opening

#### State the objective

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

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

Talk with another student about the four elements that we have been learning about: earth, wind/air, water, and fire. What are some interesting things that you have learned?

What do you think about when someone says "Be careful! Danger ahead!" when it comes to fire? water? wind?

What kind of things exist in a dangerous situation (unknown, unsafe conditions)?

### Content (the "Meat")

#### Today's Lesson

Today we are going to learn more information about fire and how it is both friend and foe. Students will work in pairs to create a mosaic of fire (a mosaic is a picture made from small squares of paper or other material) that the fire that was given to people.

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

#### 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 students to the next level.

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

### 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

**Word for Today:** myths


**Description:** Myth is a word that describes a story that has been created and refined over time that tries to explain something that people cannot explain. In ancient times when science was still very young, people would create myths about the sun, the moon, the stars, the wind, the rain, and anything else that could not be explained by observation.

**Ask** student if they know any myths about any of these natural phenomena. If they do, have them share them with the class.

**Review** the word from yesterday: atmosphere

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">Myths</p>	<p><b>My Description</b></p> <p>A story that is passed down through generations and explain natural phenomena such as movement of the Earth</p>
<p><b>Personal Connection</b></p> <p>The dragons in Harry Potter are mythological.</p>	<p><b>Drawing</b></p> 

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.

### Activity Fire Mosaic

Read with students the information about Fire, Friend or Foe that is attached to this lesson plan. Also review the information from Lesson 1 and Lesson 5. Review the fact cards as well.

Pay close attention to the first paragraph of today’s information that shares some information about the mythology surrounding fire. In all of these stories, man was somehow able to get fire from whatever entity was protecting it. This fire was given to provide man with warmth and a way to cook his/her food.

A mosaic is a picture that is made from small pieces of paper, tile, glass or some other object. Today, students will work in pairs to create a mosaic of the fire that is discussed in the various mythologies.

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

## Consult 4 Kids Lesson Plans

<p><b>Supplies:</b></p> <ul style="list-style-type: none"> <li>• Construction paper: red, yellow, orange, purple, and black for a backing</li> <li>• Glue sticks</li> <li>• Scissors</li> </ul> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Pairs are given red, yellow, orange and purple construction paper and invited to cut the paper into small squares (approximately ¼ " by ¼ " or ½" by ½"). If children do not want to cut the paper or have trouble with this, have them tear the paper into those small pieces.</li> <li>3. Pairs should design the fire that they are going to create out of the small pieces of paper and draw it onto the black backing (they will be able to see the outlines).</li> <li>4. Students then begin to glue the mosaic pieces onto the black background, using a variety of colors to create the look of fire.</li> <li>5. If the pieces are too large for the space, they should trim them by cutting or tearing.</li> <li>6. When students are finished, they should share with another pair.</li> </ol>	<p>determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the "real world"?</p> <p style="padding-left: 40px;">What advice would you give to a "new" student getting ready to do this activity?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about fire—friend or foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

### Fire—Friend or Foe

**Fire is an element that brings both pain and comfort.** Fire brings light and warmth and enables people to prepare food. Fire can also race through nature and homes causing destruction and death in its wake. Fire has fascinated people for thousands of years. The ability to control fire sets people apart from animals. Fire can be used to forge tools, create glass, and pottery. There are many stories and myths about how man first acquired fire. In Greek mythology, Prometheus stole fire from the gods and gave it to man. In Chinese mythology stories of Hui Lu tell how fire was sent out to cause fires across the Earth, but that dew and mist could triumph over fire. Native Americans believe that a hero returned fire to the people, African stories talk about the ostrich who protected fire and was tricked to fly away, making fire, good and bad, available to people; and the Indians in the Amazon have stories about a young boy who stole a coal from a jaguar.

**Forest fires** can be both destructive and helpful. Forest fires can be either surface fires, ones that burn the undergrowth and leaf litter, and “crown fires” that move from tree top to tree top with amazing speed and destruction. Surface fires can clean up leaf litter, encourage the growth of new plants, and reduce the number of insects and pathogens that are dangerous to forests. In nature, many ecosystems are actually protected and strengthened by periodic surface fires.

**When fighting fires**, forest or otherwise, the firefighters try to eliminate one of the three essential elements of fire: oxygen, fuel, and heat. Sometimes firefighters will clear away the fuel by starting a controlled burn that will burn toward the wild fire. Sometimes firefighters use airplanes and helicopters to douse the fire with water and flame retardant chemicals. Such action takes away both the heat and the oxygen. With structure fires the usual course is to reduce the heat with water.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Earth Friend or Foe Poster
<b>Focus:</b>	Fluency, Vocabulary

<b>Materials:</b>	Information about Earth, Friend or Foe Vocabulary Notebooks	Fact Cards
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### Opening

#### State the objective

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

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

What do you know about the four elements now that you didn't know when we began these lessons?  
In what way do you believe that these four elements are friend or foe? In what ways do you believe that these four elements work together as a powerful force?

### Content (the "Meat")

<b>Today's Lesson</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p>
<p>Today we are going to learn more about the Earth as both Friend and Foe. We are going to work in pairs to create a poster that depicts Earth as Friend and Foe and share out with the rest of the class.</p>	

#### 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.

<p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>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.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol>	<p>Repeated Reading passages can be found at: <a href="http://www.readinga-z.com">www.readinga-z.com</a> (This is a subscription fee site). Check with the school day to see if the textbook has these passages (most do). Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).</p>
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## Consult 4 Kids Lesson Plans

### 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


**Word for Today:** earthquake

**Description:** Earthquake is a word that describes the shaking we feel when the plates under the surface of the Earth slip and move. An earthquake can also feel like a rolling motion or it can feel like jerks and pushes. Earthquakes happen more around the Pacific Ocean, but can happen anywhere in the world.

Ask students if they have ever felt an earthquake. If yes, ask them what it felt like. Ask them what they did to be safe. Ask them if they have ever practiced an Earthquake Drill in school. Ask them what they did and why? (Duck under a desk, turn face away from glass, cover back of the neck with linked hands to protect from flying objects.)

Review yesterday's word: myths

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">earthquake</p>	<p><b>My Description</b></p> <p style="text-align: center;">Shaking of the Earth because of movement underground or ocean</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">Have you ever felt an earthquake? I have. It was scary!</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day  
Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)

Vocabulary Notebooks can be made from 1/2 of a composition book

### Reciprocal Teaching Earth—Friend or Foe

**Predict:** Ask students to predict some of the ways that the Earth acts as both friend and foe. Chart their responses.

**Clarify:** Ask students if they know what an epicenter is (the beginning point of the earthquake); the main shock (this is the hardest and most powerful jolt of the earthquake) and the aftershock (these are the smaller jolts that happen as the Earth tries to get back in equilibrium)

**Question:** Have students pair up and decide on one question that they would like to have answered about earthquakes. Students should share the questions with the class (answer if you can)

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



## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b> Earth—Friend or Foe Poster</p> <p><b>Supplies:</b></p> <ul style="list-style-type: none"> <li>• Chart paper or poster board</li> <li>• Pens, crayolas, colored pencils</li> <li>• Information about the Earth (fact cards and written information)</li> </ul> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. After reading and reviewing the information about the Earth with the entire class, pairs should decide which 3-5 facts they will place as either demonstrating friendly or demonstrating foe.</li> <li>3. Students will draw a picture to represent each of these facts and be prepared to share with the remainder of the class.</li> </ol>	<p>determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the “real world”?</p> <p style="padding-left: 40px;">What advice would you give to a “new” student getting ready to do this activity?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about the Earth—Friend or Foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Earth—Friend or Foe

**The Earth is our home.** We refer to it as Mother Earth because it sustains our life. Earth is made up of many layers. The surface layer is covered by water (oceans and other) and land masses known as continents and islands. The land can be covered with forests, deserts, mountains, valleys, and any number of other habitats. People have harnessed the power of the land to grow crops, build homes, establish cities, and yet, have not necessarily taken good care of the Earth as they pollute the land and water with trash and garbage, send harmful chemicals into the soil as well as the air, and misuse many of nature's gifts.

**The Earth has four major layers:** the crust (this is the surface), the mantle, the outer core and the inner core. The crust and the top part of the mantle make up the surface. This surface is not just one piece. Below the surface of the Earth there are tectonic plates. These plates continue to shift and move causing earthquakes. Earthquakes occur when two blocks of Earth slip past one another without warning. Where the Earth slips is called a fault on the surface. The earthquake starts below the surface of the Earth at the hypocenter which is directly under the surface location called an epicenter. Earthquakes can have foreshocks (these happen prior to the main earthquake) the main shock (this is the main slippage) and the aftershock (those mini quakes that happen after the main quake.). The number of aftershocks is determined by the force of the main quake.

**The inner core of the Earth is solid** and it is supported by the outer core which is made up of molten or liquid nickel and iron and other elements. The outer and inner core are very hot, ranging from 4400° C to 6100° C. The inner core of the Earth was discovered by Inge Lehmann in 1936.

# Earth Fact Cards

<p>Earth is the only planet whose name does not derive from Greek or Roman mythology.</p>	<p>Earth is the third planet from the sun.</p>
<p>71% of the Earth's surface is covered with water. 29% is covered by land.</p>	<p>The Earth's atmosphere is 21% oxygen and 77% nitrogen. The other 2% is a combination of elements.</p>
<p>One of the elements in the 2% is carbon dioxide.</p>	<p>Scientists believe that Earth is between 3 and 4.5 billion years old.</p>
<p>Temperatures at the Earth's core are hotter than the sun.</p>	<p>Earth seems to be the only planet in the Solar System to support life.</p>
<p>Earth has 7 continents—or large masses of land: Africa, Antarctica, Australia, Asia, Europe, North America, and South America.</p>	<p>The equator runs around the middle of the Earth from east to west.</p>

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<p>The Earth has four major layers: the crust, the mantle, the outer core and the inner core.</p>	<p>The inner core is solid and was discovered by Inge Lehmann in 1936.</p>
<p>The outer core is liquid or molten nickel, iron and other elements.</p>	<p>The outer core is very hot ranging from 4400° C to 6100° C.</p>
<p>Earthquakes happen when the plates in the Earth's mantle slip against each other.</p>	<p>Earthquakes have an epicenter—the place where the slippage occurred first.</p>
<p>Earthquakes can cause tsunamis which a huge ocean waves that can flood and destroy coastal cities.</p>	<p>Without the earth, we would not be able to grow crops and have places to live.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Triangle Maps
<b>Focus:</b>	Fluency, Questioning

<b>Materials:</b>	Information about Earth Vocabulary Notebook	Poster Paper and crayons or colored pencils
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.	
<b>Gain prior knowledge by asking students the following questions</b>	
After the lesson we had yesterday, what do you know about the four elements? What are some key facts about the Earth? About fire? About water? About wind/air? What did you learn about asking “right there” questions? What did you learn about asking “interpretive” questions?	
Content (the “Meat”)	
<b>Today’s Lesson</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Repeated Reading passages can be found at: <a href="http://www.readinga-z.com">www.readinga-z.com</a> (This is a subscription fee site). Check with the school day to see if the textbook has these passages (most do). Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).</p>
Today we are going to learn more factual information about one of the four classic elements: the Earth. At the end of today’s lesson you and a partner will practice drawing a map of the Earth’s continents.	
<p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>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.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol>	
<b>Fluency Activity of the Day</b>	
<b>Modeled Reading:</b> 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	

## Consult 4 Kids Lesson Plans

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

**Word for Today: continent**

**Description:** A continent is a large body of land on Earth. A continent is much larger than an island, it is big enough for millions of people to live on. There are 7 continents on Earth. Antarctica is the only one that does not have people living on it. The equator divides the earth in half. Some of the continents are north of the equator: Europe, Asia, North America, and some are south of the equator: Australia, Antarctica, Africa and South America.


**Brainstorm** with students something they have heard about the continents. Ask them which continent that they live on. (North America) Ask them what countries are in North America (Canada, Mexico and the United States are the largest.)

**Ask** students to think about which continent they would like to visit (other than North America).

Review yesterday's word--element.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">Continent</p>	<p><b>My Description</b></p> <p>A very large mass of land on the Earth</p>
<p><b>Personal Connection</b></p> <p>We live on the continent of North America.</p>	<p><b>Drawing</b></p> 

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word. Vocabulary Notebooks can be made from 1/2 of a composition book.

### Reciprocal Teaching: Questioning

Review the 8 key facts about Earth with the students. (This information is attached to this lesson plan). After discussing each of the facts, ask the students to think about the questions that they would ask if they were playing Jeopardy. For example one of the facts is that Earth's atmosphere is 21% oxygen and 77% nitrogen. A Jeopardy question would be "What is the percentage of the Earth's atmosphere that is oxygen?" This will be challenging for the students so work with them through each of the facts. Remind students that these are all "right there" questions which can start with: Who is..., Where is..., What is..., How many..., When did..., or What kind of.

Have students read the rest of the information about the Earth including the 7 continents and the difference between globes and maps. Every 2-3 sentences stop and have the children ask one another questions about what was just read.

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

Have students work in pairs to create a map of the world by using triangles.

During the lesson check in with students repeatedly.

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<p>Create a map of the world using triangles of different sizes and shapes. It is important that you model this (look at the picture provided) and remember that Antarctica would be across the bottom of the map (this is not on the picture provided). When creating the model take the time to label each triangle. You may also want to show students where the equator is so they can better understand north and south of the equator. Have students label the Pacific Ocean, the Atlantic Ocean, and the Indian Ocean as well as the continents.</p> <p>When students have finished the maps, have student pairs share with another pair.</p>	<p>You will need construction paper, crayolas or colored pencils. Be sure to talk with students about labeling the map correctly.</p>
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<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>• What was your key learning for the day?</li> <li>• What opportunities might you have to apply this key learning in the “real world”?</li> <li>• What advice would you give to a “new” student getting ready to do this activity?</li> </ul>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today when they were practicing English Language Arts with the information about the Earth.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them</li> </ul>

<p><b>Modification:</b></p> <p>Instead of drawing the triangle you can have children cut out various triangles and glue them on the poster. North and South America and Africa are about the same size. Australia and Antarctica are wide triangles. Europe is smaller and Asia is the largest triangle.</p>
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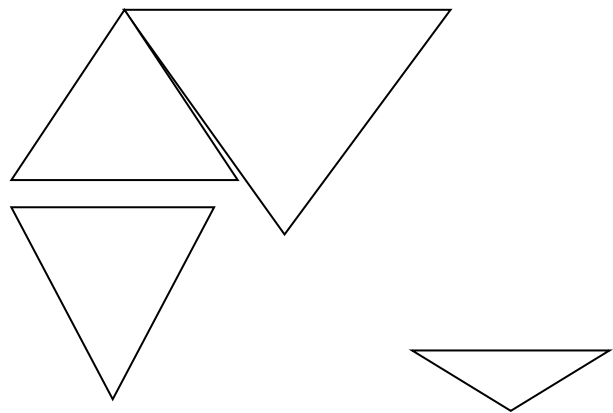
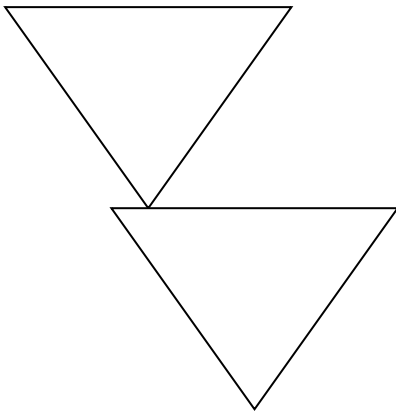
### Earth

#### Facts about the Earth:

- Earth is the only planet whose name does not derive from Greek or Roman mythology.
- Earth is the third planet from the sun.
- 71% of the Earth's surface is covered with water.
- The Earth's atmosphere is 21% oxygen and 77% nitrogen. The other 2% is a combination of elements.
- One of those other elements is carbon dioxide, a very important although small part of our atmosphere.
- Scientists believe that Earth is between 4 and 4.5 billion years old.
- Temperatures at the Earth's core are hotter than the sun.
- Earth seems to be unique in our Solar System in its ability to support life.

Earth is made up of 7 Continents. They are Europe, Asia, Australia, Antarctica, Africa, North America and South America. We live on the continent of North America. The largest countries in North America are Canada, the United States, and Mexico. Central America is really part of North America as is Cuba and other islands in that Atlantic Ocean. The country we live in is the United States. In the United States there are 50 states and each of those states has hundreds of cities. Which state and country do you live in?

The other is round and when we look at a globe we can see how the Earth looks when you view it from space. Maps are flat and help us to look more closely at the different parts of the Earth's surface, but to really understand how close or far-away places are from one another, it is better to look at a globe. The continents are separated by oceans and seas, the largest of which are the Pacific Ocean (in between North and South America and Asia and Australia; the Atlantic Ocean (in between North and South America and Europe and Africa, and the Indian Ocean which separates Asia and Africa. Although the continents are not triangle, this representation of the Earth's continents is reasonably accurate. Antarctica would run across the bottom of the Earth. Can you decide which triangle is which?





## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Review of Four Elements
<b>Focus:</b>	Review

**Materials:**

Information about the Four Elements  
 Fact Cards from other lessons  
 Materials needed for various project options.

### Opening

#### State the objective

For the past several days we have learned about the four elements of Earth, water, wind/air, and fire. We have discovered that these natural phenomena can be both friend and foe. We have learned about each of them and also how they work together. The next two days we will spend our time trying to capture our key learnings through several projects.

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

Students have learned a great deal about the four elements of earth, wind/air, water, and fire. Ask students the following:  
 Is there anything about these four elements that has surprised you? If so, what?  
 What has been your most important learning?  
 Ask them to think of 1 or 2 words to describe the four elements and to share those with first a peer and then the whole group.

### Content (the “Meat”)

#### Activity

Here are four activities for you to choose from:

**Mural (Grades 2-5)**

- Divide the class into four groups and assign or have them draw lots to determine which of the four elements they will create a mural about. The mural should depict all aspects of the element—both friend and foe characteristics. At the end, the four murals will be joined together

**Letter to Mother Nature (Grades 2-5)**

- Students write letters to Mother Nature about the effect of the four elements. Students share the information they have learned and ask the unanswered questions that they may have about each element.

**Fact Book (Grade 2-5)**

- Considering all or the facts that you have learned about the four elements, capture those that are most relevant to you in a Fact Book that is illustrated

**Myth (Grades 2-5)**

Preview all of the activities for youth and have them self-select the project they would like to work on. They will have 2 days, so it is possible to participate in more than one activity in the 2 days.

Make the Fact Cards and Fact Sheets available to them so they can complete the projects effectively.

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| <ul style="list-style-type: none"> <li>We briefly looked at several myths that explained how man was able to capture fire. Students should work in pairs or small groups to create a myth about wind/air, water, fire, or Earth itself. Groups should share with one another.</li> </ul> |  |
|--|--|

Closing
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>



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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Murals and Other Choices
<b>Focus:</b>	Review

**Materials:**

Information about the Four Elements  
 Fact Cards from other lessons  
 Materials needed for various project options.

### Opening

#### State the objective

For the past several days we have learned about the four elements of Earth, water, wind/air, and fire. We have discovered that these natural phenomena can be both friend and foe. We have learned about each of them and also how they work together. The next two days we will spend our time trying to capture our key learnings through several projects.

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

Students have learned a great deal about the four elements of earth, wind/air, water, and fire. Ask students the following:  
 Is there anything about these four elements that has surprised you? If so, what?  
 What has been your most important learning?  
 Ask them to think of 1 or 2 words to describe the four elements and to share those with first a peer and then the whole group.

### Content (the "Meat")

#### Activity

Here are four activities for you to choose from:

**Mural (Grades 2-5)**

- Divide the class into four groups and assign or have them draw lots to determine which of the four elements they will create a mural about. The mural should depict all aspects of the element—both friend and foe characteristics. At the end, the four murals will be joined together

**Letter to Mother Nature (Grades 2-5)**

- Students write letters to Mother Nature about the effect of the four elements. Students share the information they have learned and ask the unanswered questions that they may have about each element.

**Fact Book (Grade 2-5)**

- Considering all or the facts that you have learned about the four elements, capture those that are most relevant to you in a Fact Book that is illustrated

**Myth (Grades 2-5)**

Preview all of the activities for youth and have them self-select the project they would like to work on. They will have 2 days, so it is possible to participate in more than one activity in the 2 days.

Make the Fact Cards and Fact Sheets available to them so they can complete the projects effectively.

## Consult 4 Kids Lesson Plans

- We briefly looked at several myths that explained how man was able to capture fire. Students should work in pairs or small groups to create a myth about wind/air, water, fire, or Earth itself. Groups should share with one another.

### Closing

#### Review

Say:

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

#### Debrief

##### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today with the information about the four elements.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Create A Crest or Shield
<b>Focus:</b>	Fluency and Questioning

**Materials:**

Information about the Four Elements (attached to this lesson plan)

Vocabulary Notebook

Construction paper or poster board

Crayolas, marking pens, colored pencils, etc. for drawing

### Opening

#### State the objective

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

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

When you hear the word: Earth, water, wind/air and fire, what do you think about? What are some of the ways that you use any of these elements? Have you ever had an experience with one of these elements that has been scary? Share that information with the class or a friend.

### Content (the "Meat")

#### Today's Lesson

Today we are going to learn about the four classic elements and then work in pairs to create a poster that capture each of them.

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

#### 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.

#### 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.

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute count number 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

**Word for Today:** element


**Description:** An element is some piece or aspect of nature. It is another word for "building blocks". When you look at the four classic elements, Earth, fire, water, and wind/air, you are looking at four things that are essential for life on Earth and also act as building blocks for life.

**Brainstorm** with students the experiences they have had, both positive and negative with water. (Positive: cool drink, swimming, taking a shower, washing hands; Negative: floods, heavy storms, hurricanes). Talk about how they felt and what they did.

**Ask** them to name some symbols or sounds for each of these elements. Ask students why these symbols and sounds are important.

Students complete the Vocabulary Notebooks. Student may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">element</p>	<p><b>My Description</b></p> <p style="text-align: center;">An element is a piece or a part of nature</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">Oxygen is an element of water. So is hydrogen.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book.

### Reciprocal Teaching Questioning

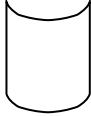
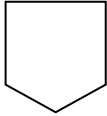
Divide the class into groups of 2-3 students. Explain that as a small group the students will read about one of the elements and develop 3 questions about the information in the paragraph. The questions can be one of two types: right there (asking for information that can be found in the text) or interpretive questions that will require you to both think and search for an answer.

Read the information about the classic elements as a class and then model the activity of forming at least 3 questions. (Information attached to this lesson plan).

**Brainstorm** some of the "right there" questions that you might ask. Think about starting the questions with words like: Who is..., Where is..., List..., What is..., How many..., When did..., Name..., or What kind of

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

## Consult 4 Kids Lesson Plans

<p><b>Brainstorm</b> some of the interpretive questions that you might ask. Think about starting the questions with words like: Summarize..., What caused..., Contrast..., Retell..., How did..., Explain..., Find two examples..., For what reason..., Compare</p> <p><b>Write</b> the questions that the students develop on a chart so students will be able to use them as an example when they are developing their own questions.</p> <p><b>Assign</b> the elements to the groups. Once the questions have been written, pair the groups up so they can ask each other the questions. Rotate so that all students hear about all sections.</p>	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p><b>Activity</b></p> <p><b>Create a Crest or Shield</b></p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;">   </div> <p>A crest or shield can take on one of several shapes. You and your partner will create a crest or a shield that will have each of the four classic elements represented on it. You might want to divide the shield or crest into fourths by drawing one, vertical and one horizontal line, or create bands, one for each element. Before making your crest or shield, decide what symbol or picture you will use to represent each of the elements. Decide on the colors, size, and so on. Plan to share your shield or crest with the class.</p>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the “real world”?</p> <p style="padding-left: 40px;">What advice would you give to a “new” student getting ready to do this activity?</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about the four elements.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
<p><b>Modification:</b></p> <p>If your group struggles with reading, read all of the content aloud together. Also, you may want to create the questions as a group if your students are not able to do this on their own.</p>

## Consult 4 Kids Lesson Plans

### The Four Classic Elements: Earth, Wind, Water, and Fire

If you look at the classics you will discover that there are four classic elements: Earth, wind, water, and fire. These four elements can work independently or can combine to create a natural force that is both friend and foe. The Fantastic Four is a popular animated show that looks at these elements as the “magical” powers of the main characters. As we look at each of these elements we will consider each from both a positive influence and a destructive influence. We will take a look at each alone and also as they combine with one another.

#### Earth

Earth, the planet that we live on, is the playground of wind, water, and fire. It is on the surface of the Earth as well as deep within it, that these forces of nature work and create an environment that is fit for human and other life. When we look at all of the planets in our Solar System, it appears that only Earth is able to sustain life as we know it. Earth is a nurturing environment. Seasons come and go and there is an annual rebirth every Spring. All aspects of life happen on the planet Earth and we are able to participate in it.

#### Water

Water is found in abundance on Earth, and it covers over 70% of the Earth’s surface. Water is foundational to life. You can survive longer without food than you can without water. Water is used for healing, for cleaning, and purification. Without water, life on Earth ceases to exist. Water comes in three distinct forms—ice (solid), running water (liquid), and gas (steam). Water can be both gentle and very powerful. Erosion is one of the ways that water changes the face of the Earth.

#### Wind or Air

You cannot see air or wind but you can see the effects of it. Air is associated with the very breath we take which keeps us alive. The wind carries thoughts and ideas around the world and also carries physical things as well. There is a saying that “when someone sneezes in China, someone in the United States will get a cold”. Air reminds us of how connected we are.

#### Fire

Fire is an element that can destroy or provide warmth and comfort. Fire has a strong energy and can be used by man but cannot be controlled by him. We get used to “controlling” fire because of the way we live and use it in our daily lives however, we only need to look at the power of a house fire or a forest fire to know that fire can easily be out of human control. Fire men work hard to protect people from its destruction, but that is not always the case. Sometimes Earth experiences horrible forest fires which seem to be so devastating, but what we know is that fire can clear out the dead brush and that the forest is reborn, stronger and better after the fire than it was before.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Things That Are Special
<b>Focus:</b>	Celebrating Traditions

**Materials:**

- 2- 8" card stock circles for each student
- ¼ circle pattern
- Crayons/colored pencils
- Brad for each student

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

A lot of times we think that traditions have to be for special occasions. While they certainly can be, traditions can be very non-holiday as well. What are some of the traditions that your family has that does not involve a holiday? What do you look forward to doing year after year and that you have come to expect? How many people in your family are engaged in this tradition? Immediate or extended?

### Content (the "Meat")

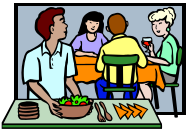
#### Vocabulary

**Word for today:** ordinary

**Describe:** The word ordinary means regular, not special. Ordinary is something you would expect to find. For example, the clothes you wear to school are different than the clothes you would wear to a wedding. One set of clothes is more ordinary than the other.

**Create an entry in your Vocabulary Notebook for the word**

**Vocabulary Notebook Sample:**

<b>New Word</b>  ordinary	<b>My Description</b>  Something I do as a routine
<b>Personal Connection</b>  It is ordinary for my family to eat dinner together every evening.	<b>Drawing</b>  

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

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. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher

**Today's Lesson "I do-We do"**

## Consult 4 Kids Lesson Plans

### Family Traditions—Things That Are Special

There are certain things that we do with our family that really matter to us. Instead of being ordinary, the routine that we turn into habits, these things are special and really matter to us. They add special meaning to our lives. However, these things can be simple. Special does not mean extravagant or elegant or grandiose.

These things can be as simple as the ½ hour before bed when it's story time, or as fun as knowing every Sunday you are going to go to Grandma and Grandpa's house for lunch and an afternoon of family softball. Maybe you go to the beach for 3 days every summer or have picnics in the park on the first Saturday of the month. Or maybe you go star gazing with your uncle Fred whenever he's in town. Whatever it is, it is what you look forward to doing and when it doesn't occur you really miss it.

We would call these things, simple pleasures. With the class brainstorm a list of those things that are special to them but would not be a part of a cultural tradition.

### Student Practice ("You do") Activity My Favorite Traditions

**Directions:**

1. Brainstorm a list of the things that are simple pleasures—the simple traditions of your family.
2. Select 4 family traditions that you enjoy with your family (immediate or extended).
3. Select 2 8" circles and one brad. Also pick up a ¼ circle pattern
4. Fold one circle carefully so you have four sections and then open it up and press it flat
5. On the other circle, trace the ¼ circle and cut away that piece (your circle should look like Pac Man)
6. This circle will be your title or cover sheet. Label it My Family Traditions and then decorate it with patterns or drawing.
7. On the circle that is divided into quarters, in each quarter draw an illustration of the one of the four family traditions that you selected.
8. When you have completed this, join the two circles together with a brad.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

You may want to cut out the  $\frac{1}{4}$  of the circle for students so they have more time to spend on the drawings.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Fourth of July
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Vocabulary Notebook  
 Fun Fact Cards  
 Paper, crayons/colored pencils

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

What does it mean to me independent? What does it mean to be a colony? How are those two things different? What is something that you know about the 4<sup>th</sup> of July?

### Content (the “Meat”)


#### Vocabulary

**Word for today: independence**

**Describe:** Independence is a word that describes being free. Every day we learn how to do one more thing for ourselves we are becoming more independent. When you were a young child, you were totally dependent on your caregiver, even to spoon the food into your mouth. Now you can eat independently.

Create an entry in your Vocabulary Notebook for the word independence.

**Vocabulary Notebook Sample:**

<b>New Word</b>  independence	<b>My Description</b>  Able to do something on your own without someone else’s help
<b>Personal Connection</b>  Now that I can ride my bike I can show my independence.	<b>Drawing</b>  

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

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. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Today’s Lesson “I do-We do”

July 4<sup>th</sup>—American Independence Day

## Consult 4 Kids Lesson Plans

On July 4, 1776 the United States of America was born. Before that, this part of the world was a colony that owed it allegiance to England and specifically to the King of England. There were events leading up to the Fourth of July. Things seldom happen in a vacuum. There were many different events that occurred that culminated or ended in that single moment on the 4<sup>th</sup> of July in a hot, muggy room, the colonies of King George of England declared that they were free.

Review the Fun Fact cards about American Independence with the students. Distribute the cards to the students in small groups and have them review the events and the date of those events. Each group should prepare to share with the class the event on the Fun Fact Card that they have and then be prepared to place it on the time line (this can be a piece of chart paper or drawn on the white board).

### Student Practice ("You do") Activity Time Line

**Directions:**

1. Divide students into pairs.
2. Review the July 4<sup>th</sup> Fun Fact Cards.
3. Put them in order from the earliest date to the actual Declaration of Independence saying we were free on July 4, 1776.
4. Create a pictorial time line of those events.
5. Share with the group.

### Closing

#### Review

Say:

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

#### Debrief

**Three Whats**

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

## Consult 4 Kids Lesson Plans

- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Fun Fact Cards

### July 4<sup>th</sup>—Road to Independence

<p><b>1763</b> – King George III signed the Proclamation of 1763. This Proclamation stated that no one could settle west of the Appalachian Mountains, and if you were already there, you needed to “come home”. King George III made this Proclamation because he wanted to be friendly with the Native Americans.</p>	<p><b>1764</b> – The English Parliament wanted to pay its war debt caused by the ongoing war with France. Since the colonies took part of this, the colonies needed to pay the cost. Taxes were increased on sugar, coffee, and wine. It also doubled the cost of things shipped to the U.S. from counties not in England.</p>
<p><b>1764</b> In Boston at a town meeting, James Otis declared that England had no right to tax us without letting us have a voice in the project. In America, consumers began to boycott the products.</p>	<p><b>1765</b> – Taxes were first imposed on Americans with the passing of the Stamp Act. Items taxed include: newspapers, pamphlets, bills, legal documents, licenses, almanacs, dice and playing cards.</p>
<p><b>1765</b> – In March of 1765, Parliament determined that colonists would be required to house and feed British soldiers without any pay.</p>	<p><b>1765</b> – The Sons of Liberty was formed as a secret group to oppose the Stamp Act. It was hoped that this pressure would keep American shop owners from signing on.</p>
<p><b>1766</b> - In January, the New York legislators refused to comply with General Gage's request to enforce the Quartering Act.</p>	<p><b>1767</b> - The English Parliament passes the Townshend Revenue Acts, imposing a new set of taxes on the colonists to offset the costs of administering and protecting the American colonies. Items taxed include imports such as paper, tea, glass, lead and paints.</p>

## Consult 4 Kids Lesson Plans

<p><b>1768</b> - Samuel Adams of Massachusetts, a true patriot, opposed taxation without representation and called for the colonists to unite against the British government in his Circular Letters.</p>	<p><b>1768</b> – A British warship with 50 cannons sails into Boston. The custom commissioners in Boston asked for help against the colonial agitators.</p>
<p><b>1770</b> - Violence erupts in January between members of the Sons of Liberty in New York and 40 British soldiers over the posting of broadsheets by the British. Several men are seriously wounded.</p>	<p><b>March 5, 1770</b> – The Boston Massacre occurred when the British Soldiers fired into a crowd of protestors, killing 3 outright, mortally wounding 2 other, and injuring sic. The colonists were furious!</p>
<p><b>1773</b> - May 10, the Tea Act takes effect. If colonists purchased tea they had to pay a three-penny tax on each pound of tea. This Act bypassed American shop owners.</p>	<p><b>December 16, 1773</b> – The Boston Tea Party and lets the Royal Governor know that Bostonians are tired of what is going on. Colonists disguised themselves as Indians for this raid during which they dumped 343 crates of tea into the harbor.</p>
<p><b>1774</b> - September 5 to October 26, the First Continental Congress meets in Philadelphia with 56 delegates, representing every colony, except Georgia.</p>	<p><b>1775</b> - In April, Massachusetts Governor Gage is ordered to enforce the Coercive Acts and suppress "open rebellion" among the colonists by all necessary force. This was one of the final acts by George III that set the colonists on the course to independence.</p>



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Thanksgiving
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Vocabulary Notebook  
 Paper for cards  
 Crayons/colored pencils

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

What are you thankful for? What is another word for “thankful”? Here are some synonyms that students may or may not come up with: gratitude, grateful, appreciative, pleased

### Content (the “Meat”)

#### Vocabulary

**Word for today:** gratitude

**Describe:** Gratitude is an attitude or a feeling of being thankful. Gratitude can be expressed for gifts, vacations, or special things, but if we have an attitude of gratitude, we are thankful for everything that we have and every part of every day.

Create an entry in your Vocabulary Notebook for the word gratitude

**Vocabulary Notebook Sample:**

<b>New Word</b>  gratitude	<b>My Description</b>  Thankful for something
<b>Personal Connection</b>  Show gratitude by saying, “Thank you.”	<b>Drawing</b>  

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

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 When possible, engage students in a “teach to learn” opportunity and have the student become the teacher

Today’s Lesson “I do-We do”

## Consult 4 Kids Lesson Plans

### American Tradition—Thanksgiving

In our American Tradition we have learned that the Pilgrims came to the new world (now the United States) to have a different life than the one they had in Europe. They arrived in early 1600s and there were no cities, no stores, no transportation, nothing, but some Indians who were willing to be friendly and helpful. It was not easy for the Pilgrims. The weather was cold and they didn't have houses when they arrived. They struggled through the first year and after working very hard we able to enjoy their first harvest. The story goes that the Indians and the Pilgrims got together to celebrate surviving the winter and being somewhat prepared for the months ahead. The Indians and the Pilgrims gave thanks for the friendship that they had developed. In 1864 Thanksgiving became a U.S. holiday and the more modern Thanksgiving traditions began in 1946. Part of the tradition is saying "thanks" for family, friends, and a good life.

Thanksgiving Day is about having an "attitude of gratitude." This attitude of gratitude helps people to be thankful every day for the good things that happen. Instead of the attitude of entitlement—I'm great and terrific and I should have everything that I want", the attitude of gratitude encourages people to be thankful for what they have, not so they don't wish for other things, but to be appreciative of the good things they have instead of focusing on what they don't have.

### Student Practice ("You do") Activity

Writing a "friendly letter", in this case a Thank You note is a skill that is learned in 2<sup>nd</sup> and 3<sup>rd</sup> grade. Talk about the format of the note as well as the content.

Date

Greeting (Dear \_\_\_\_\_),

Body of the Letter (Say thank you and include how you are enjoying or using the thing you are thanking the person for.)

Closing (Your friend,)

Signature (Name)

### Thank You Cards

#### Directions:

1. Give each student a piece of 8" x 11" paper
2. Students will each make a Thank You card that will illustrate what they are thankful for in both words and pictures
3. Students should decide who they are going to give the card to and take that in mind as they are putting together the card.
4. When students are finished have them share the cards with another peer.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

Make a word bank on the board so the students can draw from them when writing the Thank You note. Make a list of words that mean gratitude, items that students are thankful for, etc.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grades
<b>Lesson Title:</b>	Hanukkah—A Jewish Tradition
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Vocabulary notebook

Fun Fact Cards

3 " x 5" unlined cards, crayons/colored pencils

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

What do you know about Hanukkah? What do you know about Jewish people? What would you like to learn about this celebration and the Jewish people?

### Content (the "Meat")


#### Vocabulary

**Word for today:** historic event

**Describe:** An historic event is a documented incident that has happened in the past. Although there are lots of things that happen each and every day, an historic event will have an impact on the future. This impact effects the way people think, feel and believe. It is such an important event that changes things for many people.

Create an entry in your Vocabulary Notebook for the term historic event

**Vocabulary Notebook Sample:**

<b>New Word</b>	<b>My Description</b>
Historic event	Something that has happened in the past that has been documented
<b>Personal Connection</b>	<b>Drawing</b>
My birth is documented by my birth certificate and therefore is an historic event.	

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

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. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

### Today's Lesson "I do-We do"

## Consult 4 Kids Lesson Plans

### Celebrations: Hanukah

One of the holidays that is celebrated by the Jewish culture is Hanukkah. This date has historic significance in Jewish history and the celebration is directly tied to that event.

In 165 B.C., the Macabees had banded together and drove the very powerful Syrian army out of Jerusalem. For the Macabees, Jerusalem was a city where they had a special temple or church. When the Syrians came to Jerusalem they insisted that the Jewish people give up their religion and rituals and worship the Greek gods. This made the Jewish people very unhappy.

The Jewish people, the Macabees, met and decided to fight back and turn the anger they felt into action. So, they banded together to force Antiochus, the Greek King of Syria, out of Jerusalem. Hanukkah is a celebration of the Macabees victory over the Syrian army. Hanukkah is a Hebrew word which mean dedication. (Jewish people speak Hebrew, just like American people speak English.)

Once the Macabees had reclaimed the temple they wanted to "purify and sanctify" the temple by lighting an eternal flame. This flame had to be fueled by sacred oil, but when the Macabees got ready to light the fire they discovered that they had only one days oil. The Jewish people believe that a miracle happened because the flame continued to burn for 8 days the time it took to get the sacred oil. This miracle is remembered in the eight candles of the Menorah, a candelabra that has become part of Hanukkah.

You will be able to share more information with your students with the Fun Fact Cards.

### Student Practice ("You do") Activity Trading Cards

**Directions:**

1. Give each student a 3" x 5" card that is blank on both sides.
2. On side one, student should write the word Hanukkah and draw a symbol of that event (maybe the menorah).
3. On the back of the card, student should select 3 of the facts that were of interest to them about Hanukkah (making tiny illustrations to the side) .
4. When student has finished his or her cards, have them share the card with a small group of peers.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

Have students work in small groups or pairs to read the Fun Fact cards.

## Fun Fact Cards Hanukkah

<p>Hanukkah is celebrated for eight days and nights, beginning on the 25th in the month of Kislev on the Hebrew calendar.</p>	<p>The Menorah is a candelabrum that is used in the Hanukkah celebration. There are 8 candles which represent the 8 days that had no oil. The eight-day lighting of the candles commemorates the eight-day miracle of the oil.</p>
<p>The Yiddish word for money is gelt. During the 8 days of Hanukkah, children receive a gift of gelt. Children learn to both give and receive.</p>	<p>During Hanukkah, Jewish children enjoy playing with a toy called a dreidel, which is similar to a top. The dreidel has four sides and features the Hebrew letters.</p>
<p>Fried foods are traditional during Hanukkah, in remembrance of the sacred oil. Popular fried foods are sufganiyot (sweet jelly- filled doughnuts) and latkes (potato pancakes) and</p>	<p>Hanukkah is a joyous time of year in Jewish families and is all about family. Members of the family gather together to share what food, music, traditions, and blessings.</p>
<p>The history of Hanukkah predates Christmas. Antiochus, the Greek King of Syria, outlawed Jewish rituals and ordered the Jews to worship Greek gods.</p>	<p>The guttural sound of the Hebrew letters cannot be duplicated by the English alphabet. For this reason, there are many spellings of the word Hanukkah in English and all are correct.</p>

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<p>Nun, gimel, hay, and shin are Hebrew letters that can be found on dreidels.</p>	<p>In 165 B.C.E, the Jewish Macabees managed to drive the Syrian army out of Jerusalem and reclaim their temple.</p>
<p>Most Jews were angry and decided to fight back when they were told to ignore Jewish traditions and worship Greek gods.</p>	<p>Hanukkah is the celebration of the Macabee victory over the Syrian army.</p>
<p>In history, the celebration or observance of Hanukkah has increased in popularity.</p>	<p>In Hebrew, the word "Hanukkah" means "dedication." There are many different ways to spell Hanukkah.</p>



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Kwanzaa Woven Mat
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Fun Fact Cards

Materials for woven mat (glue sticks, scissors, green, black, and red construction paper)

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

What do you know about Kwanzaa? What do you know about the colors that are important to Kwanzaa?

Do you know anyone who celebrates Kwanzaa? What would you like to learn about Kwanzaa?

### Content (the "Meat")


#### Vocabulary

**Word for today:** reflective

**Describe:** Have you ever looked into a mirror? What do you see? You see a reflection of yourself and everything else that can be seen in the mirror. Reflective means that you stop and think about an event, not just what happened but how you feel about it and what you've learned from it, and how you will apply that learning. When you do this, you are being reflective.

Create an entry in your Vocabulary Notebook for the word reflective

**Vocabulary Notebook Sample:**

<b>New Word</b>  reflective	<b>My Description</b>  Think about an event, person, or your own place
<b>Personal Connection</b>  I am in a reflective mood thinking about last family picnic.	<b>Drawing</b>  

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

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.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

**Today's Lesson "I do-We do"**  
Kwanzaa

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Kwanzaa is a holiday that is born out of African tradition. It is a celebration that is reflective and encourage people to slow down and take a look at what is important.

Kwanzaa was created by Dr. Maulana Karenga in 1966 during the American Civil Rights Movement. Kwanzaa is observed from December 26 through January 1. During these seven days, people observing Kwanzaa focus on seven principles: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith.

A candle is lit each day of the observance. The candles are black (representing the people) red (3 of these to represent the struggles of the people) and green (3 of these to represent hope and future). Each day a candle is lit and the principle for the day is discussed and reflected upon.

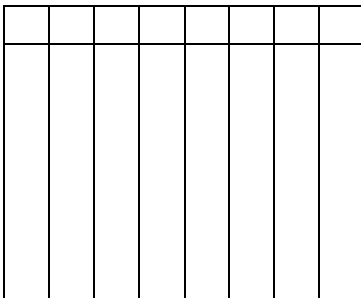
Symbols of Kwanzaa include African symbols of harvest which include dried corn and colorfully woven tablecloths.

There are fact cards available for you and the students to read and review. After going through those cards, make a list of those significant facts that you have learned from reading the history of Kwanzaa.

### Student Practice ("You do") Kwanzaa Woven Mat

**Directions:**

1. Three important colors for Kwanzaa are black, green and red. Today we are going to create a place mat by weaving together those colors.
2. Once we have made the mat, you will write one fact on a white 3" x 5" card and place in the middle of the mat.
3. Each student needs an 8" square of black construction paper, a ruler, and a pair of scissors.
4. The black paper will be the frame for the weaving.
5. Student should begin on one edge and draw a straight line, aligning the edge of the paper with one edge of the ruler and then tracing down the other side of the leader.
6. After completing that, student should turn the square and repeat the process (it should look like a T of sorts).
7. On the second side, student should trace lines, one ruler apart across the entire paper:



8. Student will cut up the lines that go across, stopping at the first line that was drawn, creating a border.

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<p>9. Student is then given both a red and green 8" square. The student will use the ruler to draw lines for strips that they can cut apart.</p> <p>10. Once the student has cut all of his/her strips, then he/she will begin weaving the strips into the black frame, first the green and then the red strips until the weaving have gone across the entire frame.</p> <p>11. Once the strips are in place, student will glue the ends to add stability.</p> <p>12. Student writes his/her fact card and places it on the mat with glue sticks.</p>	
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### Closing

#### Review

Say:

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

#### Debrief

##### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Fun Fact Cards Kwanzaa

<p>Kwanzaa is an African American celebration observed from December 26th through January 1st.</p>	<p>Kwanzaa was developed by Dr. Maulana Karenga in 1966, a professor at California State University Long Beach, as a way to celebrate and promote the African American culture.</p>
<p>There are seven principles that the Kwanzaa observance focuses on. These are 1) unity, 2) self-determination, 3) collective work and responsibility, 4) cooperative economics, 5) purpose, 6) creativity and 7) faith.</p>	<p>A Kinara is a type of candelabra. The Kinara holds 7 candles, one that is lit on each day of the observance.</p>
<p>A black candle is in the center of the Kinara. To the left of the black candle are three red candles representing the struggles of the African American people. To the right of the black candles are three green candles which represent hope and the future.</p>	<p>During Kwanzaa, people greet one another in Swahili. They ask the question, "Habari gani?" The question is answered by saying the principle being discussed or focused on for that day: (unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith)</p>
<p>Kwanzaa is about reflection and thinking about African heritage, where you have been and where you want to go. It is not religious or political.</p>	<p>African harvest symbols have become symbols for Kwanzaa. These include ears of dried corn and colorfully woven tablecloths.</p>
<p>The kinara is a wooden candle stick. It is a simple candle stick that is made from the Earth.</p>	<p>On day one, the black candle of unity is lit. Families gather and share things they are feeling as well as the day-to-day of their lives with one another. This practice helps to clear the air in case there are misunderstandings.</p>




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<p>On day 2 the red candle is lit. This candle symbolizes togetherness and the importance of sharing traditions. Some people teach others how to play a drum, cook a particular food, or braid hair.</p>	<p>On day 3 a green candle is lit that symbolizes togetherness and sharing a common goal. Everyone in the family comes together to work on a chore or a project such as cleaning the garage or painting a fence.</p>
<p>On day four a red candle is lit signifying togetherness and sharing a family gift. Instead of an individual gift, this is the day for the gift to be given to the family. The gift needs to promote family unity and togetherness.</p>	<p>On day 5 a green candle is lit. This candle is symbolic of togetherness, sharing dreams and hopes. This is an especially good day to talk about the future and ask each person to share what they want to accomplish in the coming year.</p>
<p>On day 6 a red candle is lit that supports togetherness, sharing and creativity. For this day, everyone in the family creates something—poem, dance, painting, a hand craft. Each person shares with the entire family.</p>	<p>On day 7 a green candle is lit. This is the day that everyone will come together to celebrate being one by breaking bread and sharing a meal. Such wonderful food as baked ham, roasted yams, collard greens, thick bread –help to make this a wonderful feast.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	What's My Habit?
<b>Focus:</b>	Theme—Celebrating Traditions

<b>Materials:</b> Vocabulary notebook Construction paper Crayons, colored pencils
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Opening					
<b>State the objective</b>					
For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.					
<b>Gain prior knowledge by asking students the following questions</b>					
What is a habit? What are some of the habits you have? What are some of your family's habits? What do you think it would be like if you had to learn everything new every day?					
Content (the "Meat")					
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Word for today: habit</b></p> <p><b>Describe:</b> A habit is something that you learn how to do and you do it over and over until when you are doing it, you no longer think about it, you just go through the routine. It is like the way you get ready in the morning, or how you fix a peanut butter and jelly sandwich, or how you put the food on your plate in a certain way. It is your routine, your way of doing things.</p> <p><b>Create an entry in your Vocabulary Notebook for the word</b></p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <b>New Word</b>   <div style="text-align: center;">habit</div> </td> <td style="padding: 5px;"> <b>My Description</b>             Something that you do over and over without thinking—like tying your shoe         </td> </tr> <tr> <td style="padding: 5px;"> <b>Personal Connection</b>             I have a habit of brushing my teeth after I eat.         </td> <td style="padding: 5px; text-align: center;"> <b>Drawing</b>    </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center;">habit</div>	<b>My Description</b>  Something that you do over and over without thinking—like tying your shoe	<b>Personal Connection</b>  I have a habit of brushing my teeth after I eat.	<b>Drawing</b>  	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher</p>
<b>New Word</b>  <div style="text-align: center;">habit</div>	<b>My Description</b>  Something that you do over and over without thinking—like tying your shoe				
<b>Personal Connection</b>  I have a habit of brushing my teeth after I eat.	<b>Drawing</b>  				
<b>Today's Lesson "I do-We do"</b>					
<p><b>What is a habit?</b>            A habit is a way of doing things that you have practiced so many times that you no longer</p>					

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have to think about how to do something.

Remember what it was like when you learned how to tie your shoe? It was challenging. You had to bring a wide variety of skills together, in a particular order, if you wanted to tie your shoe. In the beginning, what you tied did not last for very long because you didn't know how to make a tight bow. Now, you tie your shoes in a certain way and don't give it a second thought. That's because tying your shoe is a habit.

What are some of the other habits that you have? How about how you get ready for school in the morning? How about how you get everything ready to eat breakfast? Talk with a peer and discuss some of your habits.

**Fact:** It takes about 21 days to build a habit. At that point your actions will start to become embedded in your brain.

Sometimes a habit may not be the best way. There is a joke about a worker who is taking her lunch break and complaining about the fact that once again she has a tuna sandwich for lunch. She comments that she has had tuna sandwiches every day for the past three years and she is sick and tired of them. One of her co-workers asks, "Who makes your lunch?" The worker replied, "I do!" Now that's a person with a habit. Something that they do because they work that way every day, but the habit has been in place past its usefulness. Do you have any habits that you would like to give up?

### Student Practice ("You do")

#### Activity

#### What's My Habit

**Directions:**

1. Think about your day and the habits that you have that come into play throughout the day.
2. Divide a piece of paper into fourths.
3. In each quadrant you are to draw a picture and write a sentence about a habit that you have in practice.
4. The upper left hand quadrant should be for the morning. The lower right hand quadrant is for the end of the day. The other two quadrants can be for the time between morning and evening.
5. When you are finished, share your "habits" with a peer.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Christmas Around the World
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Fun Fact Cards at the end of this Lesson Plan

Materials for activity (green and red construction paper, glue sticks, scissors)

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

What do you know about Christmas traditions and symbols? What countries around the world celebrate Christmas? What would you like to know about Christmas traditions?

### Content (the “Meat”)


#### Vocabulary

**Word for today:** celebrate

**Describe:** The word celebrate describes joyous sharing of a particular occasion. When we celebrate the 4<sup>th</sup> of July Americans come together to mark the importance of our independence in a happy and joyous manner.

Create an entry in your Vocabulary Notebook for the word celebrate

**Vocabulary Notebook Sample:**

<b>New Word</b>  celebrate	<b>My Description</b>  Honoring a special even in the life of a person or a country, having a party
<b>Personal Connection</b>  I like to celebrate my birthday with my family and friends.	<b>Drawing</b>  

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

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. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Today’s Lesson “I do-We do”

#### Three Christmas Traditions from Around the World

The Christmas Holiday is celebrated around the world. There are many traditions connected to Christmas but the three that we are going to take a look at are the wreath, the

## Consult 4 Kids Lesson Plans

candy cane and the stocking.

**Wreath:** circle because there is no beginning or end to the love that it represents; evergreen because it is always green and represents the hope we need to live our lives joyously.

**Candy Cane:** In the beginning, 1670, the candy cane was all white and shaped like a J to represent a shepherd's staff (the "hook" that the shepherd used to rescue his sheep). The red was added years later. In America it became a tree decoration.

**Stocking:** An empty sock is hung by the "fireplace" so that gifts can be added before Christmas morning. The gifts can be fruit and nuts or something small enough to actually fit into the stocking.

There are fact cards available for you and the students to read and review that will share more about these three items and other Christmas Around the World traditions.

After going through those cards, make a list of those significant facts that you have learned from reading the history of the wreath, candy cane and stocking.

### Student Practice ("You do")

#### Activity

#### Making A Wreath (Hands traced onto green paper)

#### Supplies

- Scissors
- Green construction paper (multiple pieces for each child)
- 8" green circle, with center cut out
- Red construction paper
- Glue sticks

#### Directions:

1. Pair students.
2. Partners should trace the hands of their partners for a pattern.
3. After the pattern is complete, student cut it out and traces it multiple times on several pieces of green paper.
4. Cut out the hand prints.
5. Gently roll the ends of each of the hand prints.
6. Glue the hands around the circle; turn the fingers toward the center and away from the center.
7. When handprints have been glued all the way around the green wreath base, add red berries (cut red circles).

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### Closing

#### Review

Say:

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

#### Debrief

##### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Fun Fact Cards

### Christmas Around the World

<p>Santa Claus began in the 4<sup>th</sup> Century with St. Nicholas who came from Turkey. He was a generous man and gave gifts and presents to people in need.</p>	<p>St. Nicholas is the patron saint of Russia and is well known for a flowing red cape, white beard, and carrying a bishop's mitre.</p>
<p>According to one legend, St. Nicholas rode by a nobleman's house who had lost all of his money and threw out small packages of gold so the daughters of the nobleman could get married and have a dowry.</p>	<p>Christmas trees have been popular for a long time. In Germany in the 16<sup>th</sup> century, fir or evergreen trees were decorated with apples, roses, colored paper and decorated candy. These decorated trees could be found both indoors and outdoors. Later these trees were decorated with cookies and ornaments.</p>
<p>Mistletoe, a plant that has no roots because it lives off of a host tree (usually an oak tree in the United States), was considered a revered plant. For Christmas, people put a bow on the mistletoe and if someone stands underneath it, he/she will get a kiss.</p>	<p>Holly has stickers on the points at the end of its leaves. In ancient times, boughs of holly were thought to have magical power because it was able to survive very cold and harsh winters.</p>
<p>The poinsettia was named for Joel R. Poinsett who was an ambassador to Mexico. The bright red leaves appear to be the flower, but that is not the case. The poinsettia has become associated with Christmas.</p>	<p>In the beginning a Christmas card was a way for children to practice their writing skills. Then people started sending special greetings at Christmas time to people they spent a lot of time with as well as those they did not keep track of very well. Sir Henry Cole created the first real Christmas card to reach out to his friends.</p>
<p>Rudolph the Red Nosed Reindeer is a song written by Johnny Marks. Western star Gene Autry recorded the song in 1949 and the rest is history!</p>	<p>In Hawaii to have a fir tree you would have to import the tree. Creative Hawaiians decorate palm trees and instead of a sleigh for Santa Claus, they see things like an outrigger canoe and instead of reindeer, the kids think of dolphins pulling the outrigger.</p>

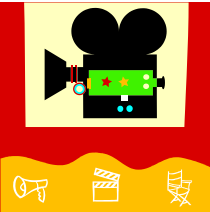
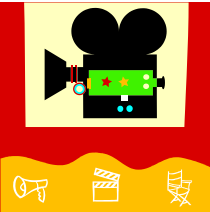
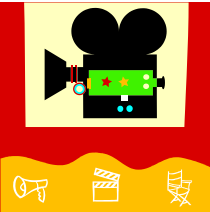
## Consult 4 Kids Lesson Plans

<p>In the Philippines they celebrate with a Christmas Eve feast of special Filipino dinner dishes. They have gift-giving ceremonies on Christmas Eve and the children hang their socks as well.</p>	<p>In Guatemala there are processions for nine days. The official food for this time period is tamales. The Feast Day of Saint Thomas is on December 21. There are parades up and down the streets in Guatemala with marching bands.</p>
<p>In the Ukraine (a part of Russia) it is Saint Vladimir that is credited with bringing Christmas to the people. The Ukrainians have a more serious celebration and this is done in conjunction with the Gregorian calendar. The first star on Christmas Eve signals the start of the ritualistic supper.</p>	<p>After Christmas day in the Ukraine, people dress up in monster-masks and jump out and scare people who then combine forces to defeat the evil that is represented by the masks.</p>
<p>In Spain, most of the celebrations of Christmas revolve around the religious beliefs and cultural traditions. They celebrate with food, gifts, and parades or processions.</p>	<p>What may be considered as the unique Christmas traditions of Japan are Christmas Cakes, Fried Chicken, and Daiku. The cake usually is a decorated sponge cake with miniature figures of trees, flowers, and Santa Claus. Fried chicken has become the traditional meal while the Daiku, which is the Ninth Symphony of Beethoven, the favorite music of the season.</p>
<p>The Christmas traditions of Europe have deep roots, and many of these celebrations are retouched ancient practices, but there are even some which are found in mythology.</p>	<p>France serves seven meatless meals before going to attend the midnight mass on Christmas Eve. The fast is broken with a feast of roast meat and wine after the mass.</p>
<p>In Denmark, Xmas begins with baking traditional cookies, biscuits, and small cakes that are all made by the children. The Christmas lunches are long feasts of a series of served plates in pudding, fish, warm dishes, cold meats then cheeses and biscuits that go with the beer and snaps.</p>	<p>In Lithuania, food is prepared not only for kucios, which is the special Xmas Eve supper, but for the first day of Christmas as well. This breaks the ritual fast and abstention from meat.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Fixing Ham
<b>Focus:</b>	Celebrating Traditions

<b>Materials:</b> Strips of white paper (4" x 17") Crayons or colored pencils
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Opening					
<b>State the objective</b>					
For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.					
<b>Gain prior knowledge by asking students the following questions</b>					
What is a tradition that you have in your family? When did this tradition begin? Is it a tradition based on a celebration? Is it a tradition based on something to celebrate your culture? Is it a tradition based on your extended family (grandparents, great-grandparents, parents, etc.)					
Content (the "Meat")					
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Word for today: tradition</b></p> <p><b>Describe:</b> A tradition is like a habit but instead of being with just one person, it is something that spreads across many people and many generations. It is a way that a family or a culture thinks, behaves or celebrates. In the U.S. we have a tradition of fireworks on the 4<sup>th</sup> of July to celebrate our independence.</p> <p><b>Create an entry in your Vocabulary Notebook for the word</b></p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px; vertical-align: top;"> <b>New Word</b>   <div style="text-align: center;">tradition</div> </td> <td style="width: 65%; padding: 5px; vertical-align: top;"> <b>My Description</b>             My family has a tradition of going to the movie on Friday night         </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> <b>Personal Connection</b>             I enjoy our tradition of going to the movie every Friday evening. .         </td> <td style="padding: 5px; vertical-align: top;"> <b>Drawing</b>   </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center;">tradition</div>	<b>My Description</b>  My family has a tradition of going to the movie on Friday night	<b>Personal Connection</b>  I enjoy our tradition of going to the movie every Friday evening. .	<b>Drawing</b> 	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher</p>
<b>New Word</b>  <div style="text-align: center;">tradition</div>	<b>My Description</b>  My family has a tradition of going to the movie on Friday night				
<b>Personal Connection</b>  I enjoy our tradition of going to the movie every Friday evening. .	<b>Drawing</b> 				
<b>Today's Lesson "I do-We do"</b> <b>What is a tradition?</b>					
A tradition is something that is more institutionalized than a habit. You may wonder what that means. A habit is personal, it belongs to the person who has the habit. If the person gives up					

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the habit, then the habit goes away. A tradition is something that a group of people accept and act on. It is what they collectively expect to happen no matter which people are in the room. It is the way a group of people, often a family or collection of families, acts or a tradition describes the group's expectations.

There is a story about the tradition of the Thanksgiving Ham. A family was getting ready for a large family dinner on Thanksgiving. A girl is watching her mother fix a ham for the dinner. The first thing that the mother does is cut the end off the ham. The girl asks, "Mom, why do you cut the end off the ham?". The mother said, "It's a tradition. I don't know why we do it. Ask your grandmother when she gets here." When the grandmother arrived the girl asked, "Grandma, why do we cut the end off the ham?" The grandmother replied, "It's a tradition. I don't know why we do it. Ask your great-grandmother when she gets here." When the great-grandmother arrived the girl asked, "Great grandmother, why do we cut the end off the ham?" The great grandmother replied, "I don't know why your mother and your grandmother cut it off, but I cut it off because my pan was too small".

This is an example of a tradition, something that happens from one generation to another. In this case it is a meaningless tradition, but most of them are part of the cultural mystique a celebration of one of three things:

- The family itself
- The culture
- The celebrations

What are some of your traditions? Do you have a tradition of calling a person whose birthday it is and singing happy birthday to them? Do you have a tradition that every Saturday night you have hamburgers? Do you have a tradition that you go swimming on New Year's Day? Do you have a tradition that has everyone sit at the dinner table in a particular order? Discuss your traditions with a peer.

### Student Practice ("You do") Activity "Fixing Ham"

**Directions:**

1. Take a strip of paper (6" x 17") and fold the strip into 4 parts.
2. On the strip of paper create a "comic" strip (pictures and words) for the story about cutting the end off the ham. When you have finished, share with a friend not only your drawing but your thoughts about your own traditions.

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### Closing

#### Review

Say:

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

#### Debrief

##### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

##### Modification:

Demonstrate how to make a comic strip by discussing the pictures and also consider what words you may put in a dialogue bubble.





## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Song, Tradition Lyrics
<b>Focus:</b>	Celebrating Traditions

**Materials:**

Vocabulary Notebook, Traditions lyrics, paper, crayons/colored pencils

### Opening

#### State the objective

For the next several days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

Think specifically about your family. What are some of your family traditions? Think about specific members of your family. What is the role that you expect them to play? For example, when you think of your mother do you expect that she will be awake before you? Do you expect that she will have gone to the grocery store so you have something to eat for breakfast? Do you expect her to drop you off at school on her way to work? Do you expect that on Wednesday evening she will bring home Chinese food? What do you expect of them and what do they expect from you?

### Content (the "Meat")


#### Vocabulary

**Word for today:** role

**Describe:** A role is the "part" you play in your family. It is what your family expects of you. Your role or part or job may be to set the table and do the dishes. That is the role that you play. You may also play the role of the son or the daughter—and have certain expectations because you are oldest or youngest.

**Create an entry in your Vocabulary Notebook for the word**

**Vocabulary Notebook Sample:**

<b>New Word</b>  role	<b>My Description</b>  I play the role of daughter, niece, grand-daughter
<b>Personal Connection</b>  What role do you play in your family?	<b>Drawing</b>  

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

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. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Today's Lesson "I do-We do"

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### Family Traditions

There is a Broadway musical and movie called Fiddler on the Roof. In this play a Jewish family is trying to follow the traditions of their culture and also make sense of a world that is rapidly changing. In this musical there is a song called Traditions. In this song, the father, mother, son, and daughter identify the tradition for their family role. When you look at the lyrics of the song, think about what is expected of the father, the mother, the son and the daughter in your family. If all of those people aren't in your family, think about the roles of the people who are in your family. Here are the lyrics for that song. (Lyrics also available at end of lesson plan for a handout)

**Tradition, tradition! Tradition!  
Tradition, tradition! Tradition!**

**The role of the father**

Who, day and night, must scramble for a living,  
Feed a wife and children, say his daily prayers?  
And who has the right, as master of the house,  
To have the final word at home?  
The Papa, the Papa! Tradition.  
The Papa, the Papa! Tradition.

**The role of the mother**

Who must know the way to make a proper home,  
A quiet home, a kosher home?  
Who must raise the family and run the home,  
So Papa's free to read the holy books?  
The Mama, the Mama! Tradition!  
The Mama, the Mama! Tradition!

**The role of the son**

At three, I started Hebrew school. At ten, I learned a trade.  
I hear they've picked a bride for me. I hope she's pretty.

The son, the son! Tradition!  
The son, the son! Tradition!

**The role of the daughter**

And who does Mama teach to mend and tend and fix,  
Preparing me to marry whoever Papa picks?

The daughter, the daughter! Tradition!  
The daughter, the daughter! Tradition!

### Student Practice ("You do")

#### Activity Tradition

**Directions:**

1. As a group, take one or more of the roles in your family and create a stanza (words that the person in the role could say) that capture the role and expectations of each of those people.
2. Write the stanza on the board for each of the roles.
3. Student selects one of the stanzas to copy and illustrate
4. Student explains why he/she selected this particular stanza to copy and illustrate

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5. Illustrate each of the expectations in the stanza 6. Share with a partner	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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<p><b>Modification:</b></p> <p>If you would like you can make the stanza rhyme, but it is not required. Be careful to not just write a paragraph. Try to capture the meaning in a few words like in the example. You may also want to get a copy of the song <u><a href="#">Tradition</a></u>, and play for the students.</p>
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## Traditions Fiddler on the Roof

Tradition, tradition! Tradition!  
Tradition, tradition! Tradition!

### (The role of the father)

Who, day and night, must scramble for a living,  
Feed a wife and children, say his daily prayers?  
And who has the right, as master of the house,  
To have the final word at home?  
The Papa, the Papa! Tradition.  
The Papa, the Papa! Tradition.

### (The role of the mother)

Who must know the way to make a proper home,  
A quiet home, a kosher home?  
Who must raise the family and run the home,  
So Papa's free to read the holy books?  
The Mama, the Mama! Tradition!  
The Mama, the Mama! Tradition!

### (The role of the son)

At three, I started Hebrew school. At ten, I learned a trade.  
I hear they've picked a bride for me. I hope she's pretty.

The son, the son! Tradition!  
The son, the son! Tradition!

### (The role of the daughter)

And who does Mama teach to mend and tend and fix,  
Preparing me to marry whoever Papa picks?

The daughter, the daughter! Tradition!  
The daughter, the daughter! Tradition!

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Cinco de Mayo and September 16
<b>Focus:</b>	Celebrating Traditions

**Materials:**

Vocabulary Notebooks  
 Fact Card (in separate file)  
 Paper, crayons/colored pencils  
 Fun Fact Cards at end of Lesson Plan  
 Additional information about Cinco de Mayo and September 16 in articles at end

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

Think about your family's heritage. Unless you are full-blooded American Indian, your family came to the United States from somewhere else. Where is that somewhere? What do you know about that place, the people, the food, how they do certain things?

When you think about those things you are, in part, thinking about the culture.

### Content (the "Meat")

#### Vocabulary

**Word for today:** culture

**Describe:** Culture is a word that describes the beliefs, customs, social practices, history and celebrations of a particular group of people. In each country, there is a national culture—set of beliefs and customs.

Create an entry in your Vocabulary Notebook for the word culture

**Vocabulary Notebook Sample:**

<b>New Word</b>	<b>My Description</b>
culture	My family beliefs and practices, including a family picnic on the 4 <sup>th</sup> of July
<b>Personal Connection</b>	<b>Drawing</b>
I love to go to the park with my family on the 4 <sup>th</sup> of July for a picnic.	

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

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 When possible, engage students in a "teach to learn"

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opportunity and have the student become the teacher

Today's Lesson "I do-We do"

**Cultural Traditions** (fact cards for the two days attached)

Have you ever had an opportunity to watch the opening ceremonies of the Olympics on TV? If you have you know that the country that is hosting the Olympics tries to share itself with the world at this opening ceremony. The country tries to capture, in that ceremony, the culture of the country itself. It looks at the history of the country, the people that make up the country, the values that the country has, and the hopes and dreams of the country itself. The ceremony tries to capture this very complex tradition in a very creative and dramatic way.

Sometimes a country's culture gets tied to an historical event and that event becomes a way to showcase that culture. Let's take a look at two important dates in Mexico's history. The first, Cinco de Mayo (the 5<sup>th</sup> of May) and the second, Mexican Independence Day, September 16. We are going to look at some fact cards about both of the celebrations and discuss the events.

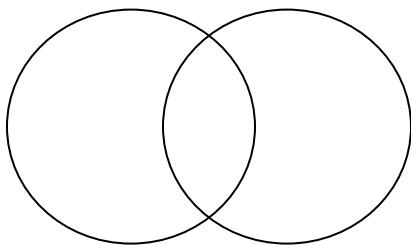
Student Practice ("You do")

Activity

Comparing Cinco de Mayo and September 16

Directions:

1. Distribute the fun fact cards (with 2<sup>nd</sup> graders you may want to read them together).
2. After reading the information make a list of all of the things that happen on Cinco de Mayo.
3. After making the list for Cinco de Mayo, review the information and make a list of all of the facts about September 16.
4. After these lists are made, pair the students to create a Venn Diagram of the two cultural traditions. A Venn diagram is two overlapping circles. In one circle (where it does not overlap the second circle, write all the things on the list about Cinco de Mayo that **DO NOT** occur on September 16. Repeat the process for the other circle. In the part that overlaps, list those things which are the same for both days.
5. Share the Venn Diagram with another group.



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Venn Diagram	
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Closing
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

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

### Cinco de Mayo and September 16th

<p>Cinco de Mayo means “the fifth of May.” Even though many people think so, it is not Mexico’s Independence Day. Many people believe it is Mexico’s Independence Day, but that is incorrect. (Mexico’s Independence Day is September 16.)</p>	<p>September 16 is Mexico’s Independence Day.</p>
<p>Cinco de Mayo is the anniversary of a battle that took place between the Mexicans and the French in 1862.</p>	<p>On September 16, 1810, the priest Father Miguel Hidalgo y Costilla started a revolt against Spanish rule.</p>
<p>The Battle of Puebla, May 5<sup>th</sup>, marks a turning point in Mexican national pride. A small, poorly armed group of about 4,500 men were able to stop the French invasion of a well-equipped French army that had between 6,500 and 8,000 soldiers.</p>	<p>Father Hidalgo was not successful during this battle. He was executed as were many of his Indian followers.</p>
<p>The victory at the Battle of Puebla made the Mexican people very happy, and helped create a feeling of national unity.</p>	<p>Father Jose Maria Morelos led the revolutionaries after Father Hidalgo, but he too failed and was executed.</p>
<p>The largest Cinco de Mayo event in the world is held in Los Angeles, California, where more than 600,000 people celebrate with music and food. The event is called Festival de Fiesta Broadway.</p>	<p>Both Father Hidalgo and Father Morelos are symbols of Mexican liberty and patriotism</p>



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<p>Cinco de Mayo isn't like some special events that has particular food attached to it. Instead, traditional Mexican dishes such as enchiladas, burritos, guacamole and tacos are popular on Cinco de Mayo.</p>	<p>Spain was finally defeated in 1821. May 16 was chosen as Mexican Independence Day to honor the anniversary of the start of Father Hidalgo's revolt in 1810.</p>
<p>The Battle of Puebla was short. The entire battle lasted just about two hours and changed the course of history in North America.</p>	<p>The Mexican Independence Day party kicks off on the night of September 15th with special food and a public address by Mexico's President.</p>
<p>Cinco de Mayo, as we know it today in America, didn't begin until 1967. Students from California State University noticed that there weren't any Mexican holidays celebrated in America like there were for citizens of other descent, like St. Patrick's Day, Oktoberfest, or Chinese New Year. So they chose Cinco de Mayo as the day to celebrate and gathered Chicano students in unity and celebration.</p>	<p>On Mexican Independence Day families come together much like we do on July 4<sup>th</sup>. They celebrate with fireworks.</p>
<p>Holidays like Cinco de May help us to remember special moments in history and help us honor the people who participated.</p>	<p>Just like in America, after Mexico became independent, other countries tried to come in and take over. In 1862 the French came to Mexico to collect on a loan.</p>
<p>Cinco de Mayo represents the last time a foreign army waged aggression in North America...</p>	<p>Mexico declared its independence in 1810, more than 50 years prior to the battle that we commemorate with Cinco de Mayo.</p>

# Cinco de Mayo

**Jenn Savedge**

*Author of green parenting books blogs about raising eco-friendly kids*



## 5 facts about Cinco de Mayo

Why do we celebrate Cinco de Mayo? Here are five facts to help you understand the importance of this often misunderstood holiday.

Wed, May 02 2012 at 2:00 PM EST



Photo: [WhiteHouse.gov/sxc.hu](http://WhiteHouse.gov/sxc.hu)

What's the big deal about Cinco de Mayo — literally translated as the fifth of May? Here's what you need to know to celebrate the day:

- 1. Cinco de Mayo IS NOT Mexico's Independence Day.** Most Americans confuse this holiday with Mexico's Independence Day, but that date is Sept. 16.
- 2. Cinco de Mayo IS a celebration of the Battle of Puebla.** The holiday commemorates the Mexican Army's 1862 victory over France at the Battle of Puebla during the Franco-Mexican War (1861-1867).
- 3. Cinco de Mayo IS a celebrations of underdogs.** Why make such a big deal over one victory? The win at Puebla was a huge deal for Mexico because the Mexican Army went into the battle as underdogs. They had no training and no equipment and were vastly outnumbered against the well-armed, well-disciplined and well-funded French, who up until that point had defeated them at every turn. Yet, they prevailed.
- 4. Cinco de Mayo IS NOT really a big deal in Mexico.** With all of the fuss around May 5th here in the U.S., you would think it was the biggest holiday in Mexico — but that's not the case. That honor goes to Mexican Independence Day. Still, Mexicans do celebrate the day with family get-togethers, fireworks, dancing and lots of yummy food.

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**5. Cinco de Mayo IS a holiday for everyone to celebrate.** Many towns around the U.S. have festivals, fiestas, dances, fireworks, food and music in honor of the holiday. It's a great time to teach your kids about the culture, people and history of Mexico — or even learn a little yourself.

More information:

- Cinco de Mayo is the anniversary of a battle that took place between the Mexicans and the French in 1862.
- The battle is known as the Battle of Puebla, and it celebrates Mexico's victory over the French. It also marks a turning point in Mexican national pride. A small, poorly armed group of about 4,500 men were able to stop the French invasion of a well-equipped French army that had about 6,500 or even 8,000 soldiers. The victory made the Mexican people very happy, and helped create a feeling of national unity.
- While Cinco de Mayo is a national holiday in Mexico, it is mainly observed in the state capital of Puebla. However, in the United States, it is becoming a popular holiday to celebrate Mexican culture. Kids and families can try delicious Mexican food, listen and dance to Mexican music, make and admire Mexican art, and shop for fun souvenirs and products at markets called "Mercado."
- The largest Cinco de Mayo event in the world is held in Los Angeles, California, where more than 600,000 people celebrate with music and food. The whole event is called Festival de Fiesta Broadway. Two other big festival are held far from Mexico, in Denver, Colorado, and St Paul's, Minnesota, but they draw hundreds of thousands of participants.
- The Cinco de Mayo festival in Chandler, Arizona, is known for its Chihuahuas! There are Chihuahua parade, races and pageants. At the end, a King and Queen of the Chihuahuas are crowned.
- There aren't any specific foods associated with Cinco de Mayo, but traditional Mexican dishes such as enchiladas, burritos, guacamole and tacos are popular.

## September 16—Mexican Independence Day

### Grito de Dolores (Cry of Independence)

The **Grito de Dolores** ("Cry of Dolores") also known as **El Grito de la Independencia** ("Cry of Independence"), uttered from the small town of Dolores, near Guanajuato on September 16, 1810. It is the event that marks the beginning of the Mexican War of Independence. The "grito" was the *pronunciamento* of the Mexican War of Independence by Miguel Hidalgo y Costilla, a Roman Catholic priest. Since October 1825, the anniversary of the event is celebrated as Mexican Independence Day.

#### The Event

Several criollos were involved in a planned revolt against the Spanish colonial government, when several plotters were betrayed. Fearing his arrest, Hidalgo commanded his brother Mauricio to make the sheriff release the pro-independence inmates there on the night of 15 April. They managed to set eighty free. Around 6:00 am September 16, 1810, Hidalgo ordered the church bells to be rung and gathered his congregation. He addressed the people in front of his church, encouraging them to revolt.

The Battle of Guanajuato, the first major engagement of the insurgency, occurred 4 days later. Mexico's independence would not be effectively declared from Spain in the Declaration of Independence of the Mexican Empire until September 27, 1821, after a decade of war.

There is no scholarly consensus as to what exactly Hidalgo said at the time, as the book *The Course of Mexican History* states "The exact words of this most famous of all Mexican speeches are not known, or, rather, they are reproduced in almost as many variations as there are historians to reproduce them."<sup>[3]</sup>

Hidalgo's Grito did not condemn the notion of monarchy or criticize the current social order in detail, but his opposition to the events in Spain and the current government was clearly expressed in his reference to bad government. The Grito also emphasized loyalty to the Catholic religion, a sentiment with which both Creoles and native Spaniards could sympathize.

This event has since assumed an almost mythic status. Since the late 20th century, Hidalgo y Costilla's "cry of independence" has become emblematic of Mexican independence.

Each year on the night of September 15 at around eleven in the evening, the President of Mexico rings the bell of the National Palace in Mexico City. After the ringing of the bell, he repeats a cry of patriotism (a Grito Mexicano) based upon the "Grito de Dolores", with the names of the important heroes of the Mexican War of Independence and ending with the threefold shout of *¡Viva México!* from the balcony of the palace to the assembled crowd in the Plaza de la Constitución, or Zócalo, one of the largest public plazas in the world. After the shouting, he rings the bell again and waves the Flag of Mexico to the applause of the crowd, and is followed by the playing and mass singing of the Himno Nacional Mexicano, the national anthem. This event draws up to half a million spectators from all over Mexico and tourists worldwide. On the morning of September 16, or Independence Day, the national military parade starts in the Zócalo, passes the Hidalgo Memorial and ends on the Paseo de la Reforma, Mexico City's main boulevard.

A similar celebration occurs in cities and towns all over Mexico, and in Mexican embassies and consulates worldwide, on the 15th or the 16th. The mayor (or governor, in the case of state capitals and ambassadors or consuls in the case of overseas celebrations), rings a bell and gives the traditional words, with the names of Mexican independence heroes included, ending with the threefold shout of *Viva Mexico!*, the bell ringing for the second time, the waving of the Mexican flag and the mass singing of the National Anthem by everyone in attendance. In the 19th century, it became common practice

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for Mexican presidents in their final year in office to re-enact the Grito in Dolores Hidalgo, rather than in the National Palace. President Calderón officiated at the Grito in Dolores Hidalgo as part of the bicentennial celebrations in 2010 on the 16th of September, even though he had to do this first, to launch the national bicentennial celebrations, in the National Palace balcony on the night of the 15th.<sup>[7][8]</sup> As a result, the 2011 commemoration was held in the National Palace balcony instead.

The following day, September 16 is Independence Day in Mexico and is considered a patriotic holiday, or *fiesta patria* (literally, *holiday of the Fatherland*). This day is marked by parades, patriotic programs, drum and bugle and marching band competitions, and special programs on the national and local media outlets, even concerts.

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Traditions Review
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Vocabulary Notebook  
 Supplies for the project that you select  
 Chart paper and pens

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

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

Traditions are often celebrated through art, food, and music. What special food do you have at your family traditions? What special music do you have at celebrations?

### Content (the “Meat”)


#### Vocabulary

**Word for today:** recipe

**Describe:** A recipe lists the supplies and materials that you will need to do something and then gives you the directions on how to accomplish the task. Recipes are often for food, but you can write recipes for math problems and other homework challenges.

Create an entry in your Vocabulary Notebook for the word recipe

**Vocabulary Notebook Sample:**

<b>New Word</b>  recipe	<b>My Description</b>  Directions and ingredients for preparing your favorite food
<b>Personal Connection</b>  My family has a great recipe for spaghetti and meatballs.	<b>Drawing</b>  

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

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. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Today's Lesson “I do-We do”

Take time to review the last 11 days with the students. Talk with them about what they have learned. Make a chart of the things that they know. Ask him how this information is helpful.

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Review the difference between a habit and a tradition

### Student Practice ("You do") Activity

Here are three activities that you can choose from to celebrate with your program students

#### **God's Eye—Mexico and Latin America**

These are commonly made by the Hichole Indians of Mexico. To make them you will need:  
Popsicle Sticks, variegated yarn (yarn of many colors)

##### **Directions:**

1. Take the two popsicle stick and place them in a cross shape.
2. Hold these two sticks together by creating an "X" at the joint. Cross the X over 4 times.
3. Begin weaving the yarn around the sticks. Working either clockwise or counter-clockwise, move the yarn behind the top stick, back over the top stick, behind the bottom stick, over the bottom stick, behind the top stick, back over the top stick, behind the bottom stick, over the bottom stick. At this point you should have gone all the way around.
4. Repeat until you have covered the sticks with yarn.

#### **Munchy Dreidels**

Dreidels are an old-fashioned top that Jewish children play with. Today you can make a dreidel that the children can eat.

##### **Ingredients:**

- Pretzels
- Hershey Kisses
- Chocolate frosting
- Large marshmallows

##### **Directions:**

1. Unwrap the Hershey Kiss
2. Using frosting, stick the Hershey Kiss to the marshmallow
3. Stick the pretzel into the top of the marshmallow
4. Enjoy
5. You might want to have the students make 2-3 each.

#### **Mexican Hat Dance**

The Mexican Hat Dance is easy to learn and a lot of fun. You will need to have a CD Player and a copy of the music.

##### **Directions:**

###### Part 1

1. You are going to shuffle your feet back and forth with a hop—right, left, right in this manner: right foot out in front, balanced on your heel (count 1), switch, left foot out in front, balanced on your heel (count 2), repeat with right foot (count 3)
2. Clap two times in quick succession
3. Repeat, beginning with the left foot, moving left, right, left
4. Clap two time in quick succession
5. Repeat two more times.



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<p>Part 2</p> <ol style="list-style-type: none"> <li>1. Clap, clap, clap, Ole</li> <li>2. Clap, clap, clap, Ole</li> <li>3. Clap, clap, clap, Ole</li> <li>4. Clap, clap, clap, Ole</li> </ol> <p>Begin Part 1 over</p>	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

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

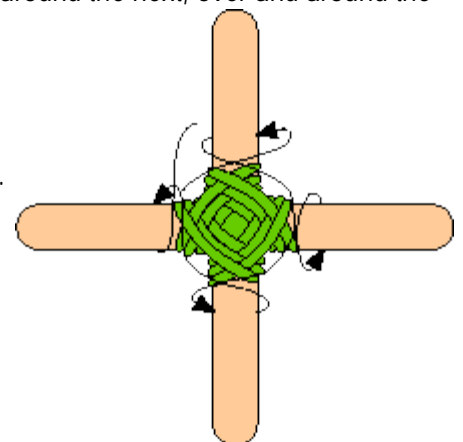


## What you'll need:

- String or yarn in several colors
- 2 Popsicle or craft sticks
- Glue
- Scissors

## How to make it:

1. Glue the two craft sticks together in a cross.
2. Take one color of yarn and wrap it over and around one stick, then over and around the next, over and around the next, and so on. Keep doing that until the color is used up.
3. Tie a different color string onto the old one with a tight knot.
4. Repeat steps 2 + 3 until complete.
5. Take a piece of string for a hanger, cut it, and tie or glue it to your God's Eye. Hang it up in your room to enjoy.



<http://crafts.kaboose.com/gods-eyes.html>

# Dreidel Pictures



<http://theshiksa.com/2010/12/03/candy-dreidels/>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Context Clues and Slow Reading
<b>Focus:</b>	Fluency, Context Clues, Pronouns

**Materials:**

Activities 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?

### Content (the "Meat")

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:  
[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).  
Check with the school day to see if the textbook has these passages (most do).  
Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Context Clues</b></p> <p>Using a context clue means that when you come across a word that you don't know or recognize, you think about the sentence or sentences around the word to determine if you can understand the word. For example in these sentences: Plants need water, carbon dioxide and light to survive. It is from these things that plants are fed. The process of photosynthesis happens in plants when these things are turned into carbohydrates and oxygen. While you might not totally understand the scientific concept and process of photosynthesis, looking at the context would let you know that it happens in plants and turns things into food for the plants.</p> <p><b>Context Clues—Read Around</b></p> <p>The purpose of this game is to practice the use of context to determine which word fits the meaning of the sentence.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Read Around sentences.</li> <li>3. Together students read the sentence and try to figure out the meaning of the bold/underlined word by reading the sentence.</li> <li>4. Pair writes the meaning of the word on the white board.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> 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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Pronouns (I and Me)</b></p> <p>A pronoun is a word that takes the place of a person’s name. I and me are the pronouns used for the person who is speaking. For example, instead of saying Judy likes cake, if Judy is the person talking the pronoun “I” would be used in the place of Judy. The sentence would be: “I like cake.” The pronoun I is used as the subject of a sentence. The pronoun me is used when you have a prepositional phrase. In the sentence, Give it to Judy, if Judy is the person speaking she would say “Give it to me.” The preposition “to” is a clue that you would use the objective pronoun “me”.</p> <p><b>Pronoun—I and Me</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board, crayons, and a set of cards.</li> <li>3. One at a time the student selects a card and together the pair decides which word to select.</li> <li>4. Once the decision has been made, the students write the sentence on the white board, taking turns with one another.</li> </ol> <p>Activity is over when all cards have been drawn and sentences written correctly.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

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

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

He wanted someone to draw a picture of the story. He called on an illustrator who had experience in drawing pictures for books.

Some of the ingredients were essential in making the casserole. However, the bay leaf was optional.

John wanted to climb Mr. Everest. He knew he would need to train for at least two years. Climbing Mt. Everest would be very rigorous.

The woman was wearing a bright yellow, green, orange and purple dress. She turned circles when she entered the room. Everyone thought she was very flamboyant.

Both John and Julie are part of the committee. This group of people will guide the design of the new playground.

Students went on a field trip to the natural history museum. When they were there, they saw elephants and rhinoceros. Both were mammoth animals.

The women walked through a beautiful flower garden. The roses and the lilacs were very fragrant. The women thought that the garden had a beautiful smell.

We were standing on the beach when the sun was going down. Slowly the sun slipped below the horizon and we could no longer see it.

She was going to the salon to have her nails trimmed, filed, and polished. She was happy to be getting a manicure.

He was writing down his homework assignment. He entered it on the day it was due. He was glad that the school had given him this book so he could keep his daily agenda.

He found a very old ring with a large diamond in it. The value of the ring was surprising. He was offered \$100,000 for it.

He is getting better and better at riding his bicycle. In fact his improvement is amazing. He won an

## Consult 4 Kids Lesson Plans

award for his achievement.

The clasp on the necklace was broken. It does not work to connect the two ends of the chain anymore. She will need to get it fixed.

He had a music lesson at 2:00. He had a ball game at 3:30. He visited his grandmother for dinner at 6:00. He had a very busy schedule.

She wanted to learn how to play the flute. She practiced every day for an hour. Must was relevant to her interest.

Joni was very hungry. She couldn't make a decision about what she wanted to eat. So, she asked for a menu.

Fred's mother had her jacket for 10 years and the colors were still bright and vivid. The quality of her jacket was very high.

The police came to look for fingerprints around the window. They were hoping to identify the person who had robbed the home.

He had a birthday party on Friday afternoon for the last three years. He will replicate that same day and time again this year.

On Wednesday night the television line-up is one comedy after another. You could that the Wednesday night topic on television is comedy.

Marty had a pick-up full of watermelons. He had enough watermelons for 300 people. He was eager to provide the watermelon for the group.

Joni had no idea what she needed to pack for her 3 week vacation. She looked at pictures of the places she would go to give her an overview of the trip.

George was on the bus ride home. There were 19 stops before he would get to his house. The bus had to make frequent stops on its way to George's house.

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The car was coming to the intersection of 4<sup>th</sup> and A Streets. There were no stop signs. In order to avoid a wreck, the car had to yield to the car on the right.

She was very fast at braiding her hair. She could do it with her eyes closed. She had a very efficient way of braiding hair.

Doors are hinged together by a pin that drops through the two pieces of the hinge. This will only happen if the two pieces of the hinge are in alignment.

Julie wanted to go to McDonalds. Jorge wanted to go to taco Bell. They compromised by choosing Jack in the Box so they could get both hamburgers and tacos.

The flat-screen televisions were on sale for ½ price. There was a limit on the number that each person could buy. That limit was 1.

John dove into the water. After swimming the length of the pool underwater, he came up out of the water. When he emerged he was all wet.

He wanted to develop software for a video game he had in his mind. The man asked him to share the design of the game with him.



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### Pronouns—I and Me

(I, Me) love to eat chocolate chip cookies and drink milk.	Is your mother picking (I, me) up for soccer practice?	(I, me) was near the swimming pool and (I, me) was splashed.
Ryan and (I, me) are learning to play the trombone.	Jorge is going to walk to the store behind (I, me).	Those two books belong to (I, me).
Please bring that birthday present to (I, me).	(I, me) will visit my aunt tomorrow morning.	Why do (I, me) have to go to the dentist on Monday?
When (I, me) go to the zoo the snakes scare (I, me).	My brother is looking at (I, me) from the backseat of the car.	Give the cat to John and (I, me).
Fred and (I, me) won first prize with our project.	Kaye and (I, me) are going to go to the fair.	Please hand the paper to Freddie and (I, me).
Sue will go to the movie with Sean and (I, me).	(I, me) have picked by favorite color for my room.	(I, me) want to go on vacation to the beach.
He was very scary to both Audrey and (I, me).	Her book was on the floor next to (I me).	He bought a new book just for (I, me).

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Charades and Modeled Reading
<b>Focus:</b>	Synonyms, Commas, Clarifying

**Materials:**

Activity at end of lesson plan (Commas in Dates)

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.

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

Repeated Reading passages can be found at:

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

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

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

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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> 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).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word little. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “little”.</p> <p>tiny, small, wee, minute, microscopic, diminutive, undersized, miniscule, petite, elfin.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from little to the word that means the most little, placing all of the words in between. When making this list, start with the word “little” on the top of the page, and the word that means the most little on the bottom.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> 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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p>	<p>Often, this activity will be</p>

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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.

### Commas in Dates

When writing dates place a comma between the date (the number) and year. Also, if the day of the week is stated before the date, separate the day from the month with a comma. Example: He came on Monday, June 30, 2011.

### Dates

#### Directions:

1. Divide the students into pairs.
2. Give each pair a set of cards and a white board.
3. One at a time students read a card and write the sentence correctly on the white board.
4. Students should take turns taking the lead.

Activity is over when all sentences have been written correctly.

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

### Closing

#### Review

Say:

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

#### Debrief

#### LBNT

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

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Commas In Dates

Judy was born on March 31 1976.	Today's date is Wednesday October 13 2011.	The first day of school is on Tuesday September 6 2011.
My sister starts Kindergarten on August 16 2011.	Her birth date was Friday March 17 2009.	We will go to the Fireworks Show July 4 2011.
Joni was born on January 4 2010.	The show was on Wednesday February 12 2010.	He came to my house on Tuesday May 15 2011.
Will you be able to come to the party on Friday December 23 2011?	Is the best date for you Tuesday March 9 2012?	I will have the dress for you on Sunday April 9 2011.
The play that the 5 <sup>th</sup> grade is performing will be held on Thursday May 15 2011.	I ate cheesecake for the first time on Monday June 3 2009.	We had breakfast together on Tuesday January 7 2011.
Will you come to the store after the show on Wednesday April 3 2011?	I visited Grand Canyon on August 3 2009.	I sailed to Hawaii on November 26, 2010.
He had surgery on May 17 2010.	We drove for five hours on Thursday December 9 2010.	We went to Yosemite on April 29 2003.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Partner Share and Synonyms
<b>Focus:</b>	Fluency, Synonyms, Alphabetical Order

**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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word cry. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “cry”.</p> <p>sob, weep, tear, sigh, hysterics, blubber, bawl, snivel, whimper, whine.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from cry to the word that means the most cry, placing all of the words in between. When making this list, start with the word “cry” on the top of the page, and the word that means the most cry on the bottom.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings)</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information)</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail)</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide</p>

## Consult 4 Kids Lesson Plans

punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.  
 Arranging words in alphabetical order is a skill that helps students be able to use the dictionary and other resources that are arranged in alphabetical order.

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

### Alphabetical Order #2

#### Directions:

1. Draw a card that has 3-6 words listed on it. Use your white board to list the words in alphabetical order.
2. If you are correct, you will keep the card.
3. Player 2 will then take his/her turn.

Play is over when all cards have been taken.

### 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!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



Consult 4 Kids Lesson Plans

Alphabetical Order #2

pepper, onion, salt	zucchini, tomato, vegetable	spoon, fork, knife
boa, rattle, coral	tiger, antelope, aardvark	chocolate, sugar, peanut
snail, spider, slug	freeway, bridge, road	pants, shirt, shorts
skip, run, hop	shadow, dark, light	ring, silver, earring
yellow, orange, magenta	rain, wind, storm	rug, carpet, runner
grapes, banana, pineapple	start, stop, finish	tree, trunk, trust
money, must, monkey, many, most, mauve	rice, wheat, barley, oats, cereal, breakfast	live, love, legacy, lumber, laugh, leap

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Find the Evidence and Synonyms
<b>Focus:</b>	Fluency, Synonyms, Commas

**Materials:**

Activity at end of lesson plan

White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b> Together, brainstorm words that mean the same thing as the word big. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as "big" large, giant, huge, outsized, bulky, colossal, enormous, massive, gargantuan, mammoth (a word like grande could also be used)</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from big to the word that means the most big, placing all of the words in between. When making this chart, put the word big at the bottom and the word that represents the "biggest" is on the top.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Find the Evidence:</b> On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check</p>

## Consult 4 Kids Lesson Plans

<p><b>Commas in a List</b>          When writing three or more words in a list, separate them by a comma. Please put a comma after the word and as well. Example: The flag is red, white, and blue.</p> <p><b>Lists</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide the students into pairs.</li> <li>2. Give each pair a set of cards and a white board.</li> <li>3. One at a time students read a card and write the sentence correctly on the white board.</li> <li>4. Students should take turns taking the lead.</li> <li>5. Activity is over when all sentences have been written correctly.</li> </ol>	<p>in with kids to determine if they have an understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

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

<p>He put pepper onion and salt on his salad.</p>	<p>The vegetable garden had tomatoes zucchini and pumpkin.</p>	<p>Put the knife fork and spoon on the table.</p>
<p>There are three kinds of snakes at the zoo: boa rattle and coral.</p>	<p>He went to Africa to see the antelope tiger and aardvark.</p>	<p>Snickers are full of chocolate peanuts and caramel.</p>
<p>I want the snails slugs and spiders out of my yard.</p>	<p>To get to grandma's house we had to go on roads freeways and bridges.</p>	<p>He packed his shorts pants and shirts.</p>
<p>The race requires you to skip hop and run.</p>	<p>Is it in the light dark or shadow?</p>	<p>Please bring me the bracelet ring and earrings.</p>
<p>My favorite colors are red yellow and green.</p>	<p>The dog was afraid of the storm wind and rain.</p>	<p>Where did he put the carpet, runners and other flooring.</p>
<p>The shipment contained grapes bananas and guava.</p>	<p>He was unable to start drive or stop the car.</p>	<p>Are you able to purchase the flowers bushes and trees?</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Antonyms and I Wonder
<b>Focus:</b>	Antonyms, Addresses, Questioning

**Materials:**

Activity at end of lesson plan (Commas in Addresses)

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.

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

Repeated Reading passages can be found at:

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

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

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

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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b></p> <p>Yesterday and the day before you made charts for all of the words that you could think of that mean the same or nearly the same as "big" and "little". Today put the list with the "big" synonyms on top and the list with the "little" synonyms on the bottom. You now have a continuum of words from the smallest of small to the biggest of big.</p> <p>Have students read through the words and quiz each other on the opposites of each word.</p> <p>When you have completed this have each pair of students use three different words in a sentence.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Commas in Addresses</b></p> <p>When writing addresses, even on an envelope, separate the name of the city from the name of the state with a comma. Example:</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

Joe Smith  
1234 ABC Street  
Sacramento, California or Sacramento, CA

When you are writing someone's address in a letter or on a memo, you separate the street address from the city and state with a comma. Example: Joe Smith, 1234 ABC Street, Sacramento, CA

### Addresses

#### Directions:

1. Divide the students into pairs.
2. Give each pair a set of cards and a white board.
3. One at a time students read a card and write the sentence correctly on the white board.
4. Students should take turns taking the lead.
5. Activity is over when all sentences have been written correctly.

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## Commas in Addresses

Wendy lives at 1783 Martin Road Glendale Arizona.	I was born in Akron Ohio.	Last summer Fred went to London England.
Her party is at 2178 Utah Avenue Washington D.C.	My address is 9786 Franklin Street Boise Idaho.	My address is 6478 Garcia Way San Antonio Texas
We live in Atlanta Georgia	My aunt and uncle lives in Mexico City Mexico.	His address is 190 Julian Ave. Topeka Kansas.
He went to school in McFarland California.	The band went to Santa Barbara California.	Her address is 258 South Ingrid Street Solvang California
She was born in Des Moines Iowa.	He campaigned for office in Frontier New Hampshire.	The office building is at 1001 America Delano California.
The doctor's office is on 879 Shadow Lane Ojai California.	I went to the mall on 489 Boyd Street in Irvine California.	Have you gone to the movie theater in Phoenix Arizona.
Mr. Smith lives in Santiago Chile.	I had the opportunity to visit Copenhagen Denmark.	The haunted house was at 9003 Amity Hartford Connecticut.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Alphabetical Order and 10 or Less
<b>Focus:</b>	Synonyms, Summarizing, Alphabetical Order

**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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> 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;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word laugh. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “laugh”.</p> <p>chuckle, giggle, tee-hee, smile, guffaw, chortle, snigger, snort, hoot, cackle.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from laugh to the word that means the most laugh, placing all of the words in between. When making this chart, put the word laugh at the bottom and the word that represents the most “laugh” is on the top.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p>10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

## Consult 4 Kids Lesson Plans

punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

### Arrange words in alphabetical order

Arranging words in alphabetical order is a skill that helps students be able to use the dictionary and other resources that are arranged in alphabetical order.

### Alphabetical Order #1

#### Directions:

1. Draw a card that has 3-6 words listed on it. Use your white board to list the words in alphabetical order.
2. If you are correct, you will keep the card.
3. Player 2 will then take his/her turn

Play is over when all cards have been taken.

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

### 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!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Alphabetical Order #1

sofa, table, chair	dirt, rock, sand	bowl, saucer, plate
bear, monkey, leopard	cereal, fruit, nuts	water, juice, milk
bush, flower, tree	orderly, doctor, nurse	shorts, socks, shoes
sun, moon, star	king, prince, queen	book, newspaper, audio
sing, dance, act	black, brown, green	snap, shake, silly
apple, arctic, already	grape, great, graft	drum, drown, draw
house, head, hum, heat, home, handsome	duck, weather, five, skate, job, grapes	friend, foe, follower, fraternity, flicker, flop

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Your You're Its It's
<b>Focus:</b>	Clarifying, Homonyms, Pronouns

**Materials:**

Activities at end of lesson plan (Your, You're, Its, It's and Pronouns They, Them)

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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Independent Timed Reading:</b> Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls “Stop” and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Two challenging homonym pairs are your / you’re and its / it’s. Today you will play a game that focuses on these two pairs.</p> <p><b>Your-You’re, Its-It’s</b></p> <p><b>Directions</b></p> <ol style="list-style-type: none"> <li>1. Place the sentence cards in the middle of the board.</li> <li>2. Player draws a sentence card and reads the sentence.</li> <li>3. He/she decides if the correct word to fill in the blank is “its”, “it’s”, “your”, “you’re”.</li> <li>4. He/she then covers the square with his/her marker.</li> <li>5. Play continues with the next player.</li> <li>6. Winner is the player with the most markers.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, “Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide</p>

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punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

### Pronouns (They, Them)

They and them are plural pronouns. It means that more than one person is involved. These two pronouns also let the reader know that of the people involved, one of them is NOT the person speaking or writing. Example: “Fred and George ran home—They ran home.” Or, “Give it to Fred and George—Give it to them.”

### Pronoun—They and Them

#### Directions:

1. Divide students into pairs.
2. Give each pair a white board, crayons, and a set of cards.
3. One at a time the student selects a card and together the pair decides which word to select.
4. Once the decision has been made, the students write the sentence on the white board, taking turns with one another.
5. Activity is over when all cards have been drawn and sentences written correctly.

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

### 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!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## Your, You're, Its, It's Sentences

I bought a new bike, and _____ beautiful.
The hat is too little; _____ a size 3.
I would like to buy the car, but _____ too expensive.
The baseball team won _____ first game.
The bird broke _____ wing.
_____ very hard for me to get an "A" in math.
I can't find _____ raincoat.
Do you think that _____ good at reading?
What is _____ favorite TV show?
Can you find _____ way home?
_____ grade in this class would be better if you studied.
_____ doing great in the after school swimming class.

Most of us think _____ too hot to ride a bike.
The huge dog hurt _____ nose.
_____ the best haircut I have ever had.
_____ too late for us to go to the movies.
The pillow on my bed is losing all _____ stuffing.
I hope _____ not going to rain.
Who are _____ favorite basketball players?
I hope _____ team doesn't lose.
What happened to _____ diamond ring?
_____ going to have a lot of fun this summer.
_____ a good sport.
_____ going to go to bed early.

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you're	your	its	it's	you're	your	its	it's
it's	<div style="border: 1px solid black; background-color: cyan; padding: 10px; text-align: center;"> <p>Your You're Its It's</p> </div>						your
its							you're
your							its
you're	your	its	it's	you're	your	its	it's

## Pronouns—They, Them

<p>The turtles like lettuce. (They, Them) are always hungry!</p>	<p>We have been out here waiting for (they, them).</p>	<p>(We, Us) are moving to another state.</p>
<p>The boys are here. (They, Them) will let you know.</p>	<p>(They, Them) are my very best friends.</p>	<p>We should invite (they, them) to the picnic.</p>
<p>Are (they, them) going with us to the beach?</p>	<p>Are we going to the beach with (they, them) tomorrow.</p>	<p>(They, Them) are my three best friends.</p>
<p>My parents were delighted when (they, them) saw me.</p>	<p>I love homemade French Fries, I could eat (they, them) all.</p>	<p>Jill and Jack will invite (they, them) to go for a walk.</p>
<p>(They, Them) are the people in charge of the show.</p>	<p>Do (they, them) have everything (they, them) need?</p>	<p>I never want to give a bad apple to (they, them).</p>
<p>The tree cast a shadow on (they, them).</p>	<p>(They, Them) are the ones who can find the missing stone.</p>	<p>Pilgrims came to a new world. (They, Them) were brave.</p>
<p>When will you give that to (they, them)?</p>	<p>(They, Them) ran in the marathon together.</p>	<p>She was concerned about (they, them).</p>

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Somebody Wanted But So
<b>Focus:</b>	Summarizing, Context Clues, Pronouns

**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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

### Fluency Activity of the Day

**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.

#### Context Clues

You played this game yesterday. Review the game with the students, asking them what they learned about the game and how to play it.

Today, students will play the game again but with a different partner.

#### Context Clues—Read Around

The purpose of this game is to practice the use of context to determine which word fits the meaning of the sentence.

#### Directions:

1. Divide students into pairs.
2. Give each pair a set of Read Around sentences.
3. Together students read the sentence and try to figure out the meaning of the bold/underlined word by reading the sentence.
4. Pair writes the meaning of the word on the white board.

### 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

#### 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: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character’s goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)

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 style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Pronouns (She, Her, He, Him)</b>  Pronouns take the place of a person’s name or another noun. The words she and her are associated with one girl, the pronouns he and him are associate with one boy. Like the words “I” and “me”, “she” and “he” are used in the subject of the sentence. Example: Judy gave it to me. She gave it to me. The word “her” is used like the pronoun “me” and is usually preceded by the words to or for. “Him” is the pronoun like “her” only it refers to a boy.</p> <p><b>Pronoun—He, She, Her, Him</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board, crayons, and a set of cards.</li> <li>3. One at a time the student selects a card and together the pair decides which word to select.</li> <li>4. Once the decision has been made, the students write the sentence on the white board, taking turns with one another.</li> <li>5. Activity is over when all cards have been drawn and sentences written correctly.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

He wanted someone to draw a picture of the story. He called on an illustrator who had experience in drawing pictures for books.

Some of the ingredients were essential in making the casserole. However, the bay leaf was optional.

John wanted to climb Mt. Everest. He knew he would need to train for at least two years. Climbing Mt. Everest would be very rigorous.

The woman was wearing a bright yellow, green, orange and purple dress. She turned circles when she entered the room. Everyone thought she was very flamboyant.

Both John and Julie are part of the committee. This group of people will guide the design of the new playground.

Students went on a field trip to the natural history museum. When they were there, they saw elephants and rhinoceros. Both were mammoth animals.

The women walked through a beautiful flower garden. The roses and the lilacs were very fragrant. The women thought that the garden had a beautiful smell.

We were standing on the beach when the sun was going down. Slowly the sun slipped below the horizon and we could no longer see it.

She was going to the salon to have her nails trimmed, filed, and polished. She was happy to be getting a manicure.

He was writing down his homework assignment. He entered it on the day it was due. He was glad that the school had given him this book so he could keep his daily agenda.

He found a very old ring with a large diamond in it. The value of the ring was surprising. He was offered \$100,000 for it.

He is getting better and better at riding his bicycle. In fact his improvement is amazing. He won an

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award for his achievement.

The clasp on the necklace was broken. It does not work to connect the two ends of the chain anymore. She will need to get it fixed.

He had a music lesson at 2:00. He had a ball game at 3:30. He visited his grandmother for dinner at 6:00. He had a very busy schedule.

She wanted to learn how to play the flute. She practiced every day for an hour. Must was relevant to her interest.

Joni was very hungry. She couldn't make a decision about what she wanted to eat. So, she asked for a menu.

Fred's mother had her jacket for 10 years and the colors were still bright and vivid. The quality of her jacket was very high.

The police came to look for fingerprints around the window. They were hoping to identify the person who had robbed the home.

He had a birthday party on Friday afternoon for the last three years. He will replicate that same day and time again this year.

On Wednesday night the television line-up is one comedy after another. You could that the Wednesday night topic on television is comedy.

Marty had a pick-up full of watermelons. He had enough watermelons for 300 people. He was eager to provide the watermelon for the group.

Joni had no idea what she needed to pack for her 3 week vacation. She looked at pictures of the places she would go to give her an overview of the trip.

George was on the bus ride home. There were 19 stops before he would get to his house. The bus had to make frequent stops on its way to George's house.



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The car was coming to the intersection of 4<sup>th</sup> and A Streets. There were no stop signs. In order to avoid a wreck, the car had to yield to the car on the right.

She was very fast at braiding her hair. She could do it with her eyes closed. She had a very efficient way of braiding hair.

Doors are hinged together by a pin that drops through the two pieces of the hinge. This will only happen if the two pieces of the hinge are in alignment.

Julie wanted to go to McDonalds. Jorge wanted to go to taco Bell. They compromised by choosing Jack in the Box so they could get both hamburgers and tacos.

The flat-screen televisions were on sale for ½ price. There was a limit on the number that each person could buy. That limit was 1.

John dove into the water. After swimming the length of the pool underwater, he came up out of the water. When he emerged he was all wet.

He wanted to develop software for a video game he had in his mind. The man asked him to share the design of the game with him.

## Pronouns—She, Her, He and Him

(He, Him) watches the television show on Tuesday.	Dad is going to take (she, her) to Disneyland.	I gave (he, him) the popcorn when it was still hot.
Joan gave (he, him) directions to the house.	(He, Him) had a cold for nearly two weeks.	(She, Her) makes us lunch for school every day.
(He, Him) has over \$50 in his bank.	(She, Her) likes the color red best of all.	Tom is going to play volleyball with (she, her).
The teacher asked (he, him) to spell the word correctly.	The grandfather asked if (he, him) would go fishing.	Did you give (she, her) the lunch ticket?
(He, him) was barbequing steak for (she, her)	The lady was able to cut (she, her) hair.	The ring was much too big for (she, her) finger.
The shadow fell over (he, him).	(He, Him) was the fastest runner in his classroom.	Mother helped (she, her) to braid (she, her) hair.
We have that for Jorge and (he, him.)	I will want to take (she, her) to the movie tonight.	(She, Her) and Mary were selling cookies.

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Individual Show Off
<b>Focus:</b>	Fluency, Antonyms, Alphabetical Order

**Materials:**

Alphabetical Order Lists from Lessons #5 and #6

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:

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

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> 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.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b></p> <p>Yesterday and the day before you made charts for all of the words that you could think of that mean the same or nearly the same as "laugh" and "cry". Today, put the list with the "laugh" synonyms on top and the list with the "cry" synonyms on the bottom. You now have a continuum of words from the smallest emotion of unhappiness to the biggest emotion of happiness.</p> <p>Write 5 sentences that indicate that the person experienced the first emotion then something happened and now they are experiencing the second emotion.</p> <p><b>Example:</b> John was laughing until he fell and skinned his knee and then he was crying.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Review with students how they did this activity yesterday. Ask them what they learned and what tips they would give to another student. Have students complete the activity with a different student today.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Alphabetical Order #1 or #2

#### Directions:

1. Draw a card that has 3-6 words listed on it. Use your white board to list the words in alphabetical order.
2. If you are correct, you will keep the card.
3. Player 2 will then take his/her turn.
4. Play is over when all cards have been taken.

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Homonym Concentration and Musical Shares
<b>Focus:</b>	Homonyms, Predicting, Pronouns

**Materials:**

Activities at end of the lesson plan (Pronouns, Homonym Concentration  
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.

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> 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</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homonyms</b> are words that sound alike when you say them but they do not mean the same thing and they are not spelled the same. An example of this would be the words to, too and two, all pronounced the same but meaning toward, also, and 2.</p> <p><b>Homonym Concentration</b></p> <p><b>Directions</b></p> <ol style="list-style-type: none"> <li>1. Place the word cards face down in a grid like Concentration.</li> <li>2. Player selects two cards. If cards are a homonym pair, then player keeps the cards. If not, player turns cards over and play moves to the next player.</li> <li>3. Play continues until all cards are uncovered.</li> <li>4. Winner is player with most cards.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

## Consult 4 Kids Lesson Plans

punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

### Pronouns (We, Us)

The pronoun we and us are used in place of a compound subject or object. So, if I want to say that both of us made a bow, I can say that “We both made a bow.” We is used like the word I and includes you in its usage. The word us is used like “me” as part of a phrase that usually begins with to or for.

### Pronoun—We and Us Directions:

1. Divide students into pairs.
2. Give each pair a white board, crayons, and a set of cards.
3. One at a time the student selects a card and together the pair decides which word to select.
4. Once the decision has been made, the students write the sentence on the white board, taking turns with one another.
5. Activity is over when all cards have been drawn and sentences written correctly.

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

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## Homonym Concentration

ant	aunt	ate	eight
I	eye	bare	bear
bite	byte	caught	cot
cent	sent	dear	deer
fair	fare	for	four
hair	hare	knight	night
not	knot	mail	male
write	right	son	sun

## Pronouns—We, Us

(We, Us) are going to the grocery store.	Jenny, my best friend, is going with (we, us).	(We, Us) are getting a turtle for a pet.
I hope that the turtle will like (we, us).	(We, Us) will stay up late on New Year's Eve.	Our grandmother said (we, us) could eat cake for dessert.
(We, Us) will brush our teeth after every meal.	Will you read (we, us) a story this afternoon?	He is definitely afraid of (we, us).
John and Mary will go to the store with (we, us).	They will bring the dinner to (we, us).	(We, Us) will not be driving to Memphis.
(We, Us) are not likely to be able to find the box.	Fred will not give it to Jorge but he will give it to (we, us).	The newspaper is giving (we, us) an opportunity to speak.
"That's crazy!" he told (we, us).	Please take your time and give that to (we, us).	How can (we, us) help you with the move?
John is going home with (we, us).	(We, Us) can go into the other classroom if needed.	The chorus cried, "(We, Us) love to sing!"

## Consult 4 Kids Lesson Plans

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

**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.

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary. Today the students will have the opportunity to replay one of the three games from this week:</p> <p><b>Read Around</b> <b>Homonym Concentration</b> <b>Your You're, Its It's</b></p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text). <b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings). <b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information). <b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b> <b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence. Summarizing: Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity. Today the students will have the opportunity to replay one of the games from this week:</p> <p>Students may choose from <b>Commas in Addresses, Commas in a List</b> <b>Commas in Dates</b> <b>Alphabetical Order #1 or #2</b> <b>Pronouns (multiple)</b></p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

### Debrief

#### 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!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Synonym Slap Down
<b>Focus:</b>	Vocabulary, Clarifying, and Possessive Pronouns

**Materials:**

Activity at end of lesson plan  
 Synonym Cards from Day 1  
 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 students

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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.

During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Each of the games will have students utilize the games in different ways. At the end of the 11 days, students will be able to pair synonyms and understand the meaning of each. The activities will include Synonym Cards—Four Decks, Sentence Cards, and several game boards.

### Synonym Slap Down

You will use all four decks for this game—select all cards numbered 1 – 10.

#### Directions:

1. Divide students into groups of 4.
2. Mix all 40 cards together, shuffle and deal each person 4 cards.
3. Player do NOT show their cards to the other players.
4. The object of the game is to get all four cards that are synonyms for each other.  
**Example:** laugh, giggle, chuckle, tee hee.
5. Each player selects one card (that he/she does not want) and put it face down in front of them.
6. When every player has card in front of them, players pass the card one person to the left.
7. Players pick up the card and draw another card (now they have 5 in their hand).
8. Players decide which card is unwanted and the process continues until all cards have been selected.
9. As players get four synonyms, they place them down in front of them.
10. The player with them most matches wins.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

## Consult 4 Kids Lesson Plans

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b>  <b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Possessive Pronouns</b>  A possessive pronoun shows ownership. Singular possessive pronouns are: my, mine, your, yours, his, her, hers, its. Plural possessive pronouns are: our, ours, your, yours, their, theirs.</p> <p><b>Possessive Pronouns</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio a white board and a set of Possessive Pronoun Cards.</li> <li>3. Have students write an original sentence on the white board with each of the possessive pronouns.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### 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.



## 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 Possessive Pronouns

my	mine	your
yours	his	her
hers	its	our
ours	your	yours
their	theirs	

## Consult 4 Kids Lesson Plans

<b>Component</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Synonyms In Alphabetical Order
<b>Focus:</b>	Vocabulary, Questioning and Adjectives (What Kind?)

**Materials:**

Activity at the end of the lesson plan  
 Synonym Cards from Day 1  
 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")

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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 students

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

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

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>This activity will take all four decks of synonym cards.</p> <p><b>Synonyms in Alphabetical Order</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Give each student one deck of synonym cards and a white board and pen/crayon.</li> <li>2. Students is to take deck of cards and assemble them in alphabetical order.</li> <li>3. Student then writes the words on his/her white board.</li> <li>4. Students trade white boards to determine if the list is correct.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> 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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adjectives—What kind?</b></p> <p>Adjectives describe (or modify) a noun (person, place or thing). An adjective can answer</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key</p>

## Consult 4 Kids Lesson Plans

<p>one of four questions:</p> <ol style="list-style-type: none"> <li>1. What kind?</li> <li>2. How Many"</li> <li>3. Whose"</li> <li>4. Which?</li> </ol> <p>Today we are going to look at adjectives that answer the question what kind. <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• wild animal</li> <li>• caramel candy</li> <li>• cold soda</li> </ul> <p><b>What Kind?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio a deck of sentence cards, dice and a white board with pen/crayons.</li> <li>3. Player 1 draws a sentence card and reads it.</li> <li>4. Player then fills in the blank with an adjective that tells What Kind.</li> <li>5. If other two players agree, player rolls the die and records the number of points (if it is a second, third, etc. turn, he/she adds the total to the previous total.</li> <li>6. Game is over after each player has had 10 turns.</li> <li>7. Player with the most points wins.</li> </ol>	<p>elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

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

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

### 3rd Grade Adjectives—What Kind?

The ____ house is on the corner.	The pony kicked the ____ ball.	The ____ pen doesn't work.	The ____ light shone in the window.
The ____ pumpkin is round and orange.	The ____ citizens called home.	The ____ ice was dripping.	____ Eric was not able to follow.
The ____ girl wore a yellow dress.	Our ____ girl was too short.	The ____ pilot was inexperienced.	The ____ building touched the sky.
The ____ dog is barking.	The ____ cat is meowing.	The ____ pig is oinking.	The ____ man was wandering along.
The ____ leaves are falling.	The ____ river is beautiful.	The ____ ground is soft to the touch.	The ____ hamster is brown and white.
The ____ beard is scratchy.	The ____ girl picked roses.	The ____ boy made me laugh.	The ____ man scared the boy.
The ____ computer did not work.	The ____ mouse ran quickly.	The ____ woman was a great singer.	The ____ majorette twirled her baton.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Pictionary and Silly Questions
<b>Focus:</b>	Vocabulary, Clarifying, and Conventions

**Materials:**

Activities at end of lesson plan  
 Synonym Decks from Day 1  
 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?

### 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 students

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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.

This activity will take one decks of synonym cards. Be sure that students have a different deck of cards than they had yesterday.

Review how to play this game with the students. Ask them for strategies that they used to help them win.

### Pictionary

#### Directions:

1. Divide students into teams of 2.
2. Two teams of 2 will play against one another.
3. Each team will have 2 minutes to select a synonym card and draw a picture to represent the word.
4. The other team tries to guess the word.
5. The team that is drawing will get one point if the second team guesses the correct word.
6. The second team will get a point if they can name the word and the synonym for the word.
7. Play is over when each team has had 5 turns as the drawing team and the guessing team.
8. Winner is team with most points.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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



## Consult 4 Kids Lesson Plans

<p><b>Activity</b></p> <p><b>Clarifying:</b>  <b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, “Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?”</p>	
<p><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Adjectives—Which?</b>          Adjectives describe (or modify) a noun (person, place or thing). An adjective can answer one of four questions:</p> <ol style="list-style-type: none"> <li>1. What kind?</li> <li>2. How Many”</li> <li>3. Whose”</li> <li>4. Which?</li> </ol> <p>Today we are going to look at adjectives that answer the question how many. <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• that animal</li> <li>• those candy bars</li> <li>• latter days</li> </ul> <p><b>Which?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio a deck of sentence cards, dice and a white board with pen/crayons.</li> <li>3. Player 1 draws a sentence card and reads it.</li> <li>4. Player then fills in the blank with an adjective that tells which.</li> <li>5. If other two players agree, player rolls the die and records the number of points (if it is a second, third, etc. turn, he/she adds the total to the previous total.</li> <li>6. Game is over after each player has had 10 turns.</li> <li>7. Player with the most points, wins.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### DIGA

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

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

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

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

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

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

## Consult 4 Kids Lesson Plans

### 3rd Grade Adjectives—Which?

_____ ball is flat.	_____ man was walking with a cane?	_____ shirt is not clean.	I want _____ pair of pants.
_____ towels smell funny.	_____ shoes don't match.	I want _____ box removed.	I want _____ things in the trash.
_____ clock needs to be adjusted.	_____ clothes must be folded.	The dog is sleeping _____.	_____ place is a happy place.
_____ are the times than scare me.	_____ man slipped and fell.	The _____ President was popular.	The _____ coach was not accepted.
The _____ meat is pork.	_____ tomatoes are rotten.	She gave it to the _____ man.	The _____ winner is not here now.
The _____ decision affected everyone.	"_____ is not fair," she shouted.	_____ candy bars are delicious.	_____ book is very funny.
_____ house is lived in.	_____ book is only for young children.	_____ rules are for everyone.	The _____ answer is more informative.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Whose? and Pictionary
<b>Focus:</b>	Vocabulary, Predicting, Adjectives (Whose?)

**Materials:**

Activity at end of the lesson plan  
 Synonym Cards from Day 1  
 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 students

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> 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</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>This activity will take one decks of synonym cards. Be sure that students have a different deck of cards than they had yesterday.</p> <p><b>Pictionary</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into teams of 2.</li> <li>2. Two teams of 2 will play against one another.</li> <li>3. Each team will have 2 minutes to select a synonym card and draw a picture to represent the word.</li> <li>4. The other team tries to guess the word.</li> <li>5. The team that is drawing will get one point if the second team guesses the correct word.</li> <li>6. The second team will get a point if they can name the word and the synonym for the word.</li> <li>7. Play is over when each team has had 5 turns as the drawing team and the guessing team.</li> <li>8. Winner is team with most points.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Adjectives—Whose?</b>          Adjectives describe (or modify) a noun (person, place or thing). An adjective can answer one of four questions:</p> <ol style="list-style-type: none"> <li>1. What kind?</li> <li>2. How Many”</li> <li>3. Whose”</li> <li>4. Which?</li> </ol> <p>Today we are going to look at adjectives that answer the question whose. <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• zoo’s animal</li> <li>• Hershey candy bars</li> <li>• man’s sodas</li> </ul> <p><b>Whose?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio a deck of sentence cards, dice and a white board with pen/crayons.</li> <li>3. Player 1 draws a sentence card and reads it.</li> <li>4. Player then fills in the blank with an adjective that tells Whose.</li> <li>5. If other two players agree, player rolls the die and records the number of points (if it is a second, third, etc. turn, he/she adds the total to the previous total.</li> <li>6. Game is over after each player has had 10 turns.</li> <li>7. Player with the most points, wins</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

## Consult 4 Kids Lesson Plans

### 3rd Grade Adjectives—Whose?

The ____ animals were quiet.	The _____ soda was cold.	_____ watch was broken.	The _____ toys were scattered
_____ doll is nice and clean.	_____ football is on the lawn.	He gave _____ watch to him.	_____ bird is sitting on his shoulder.
_____ horse is running fast.	_____ pony pranced away.	Has _____ book been returned?	Do we have _____ check ready for him?
_____ pen doesn't have any ink.	The _____ trunk is long.	The _____ costume is red and yellow.	The _____ rope is twirling.
_____ giraffe is pink and white.	The _____ tent is broken down.	_____ glass is empty.	_____ window is covered with snow.
_____ purse is green and brown.	_____ suit fits him perfectly.	_____ wig is very dusty.	_____ sweater is unraveling.
The _____ flowers were beautiful.	_____ statue is broken.	_____ necklace is beaded.	_____ jacket is too small.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Partner Share and Synonym Slap Down
<b>Focus:</b>	Vocabulary, Predicting and Pronouns

**Materials:**

Activity at end of lesson plan  
 Synonym Cards from Day 1  
 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 students

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

Repeated Reading passages can be found at:

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

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

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

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<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Each of the games will have students utilize the games in different ways. At the end of the 11 days, students will be able to pair synonyms and understand the meaning of each. The activities will include Synonym Cards—Four Decks, Sentence Cards, and several game boards.</p> <p><b>Synonym Slap Down</b> You will use all four decks for this game—select all cards numbered 1 – 10.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 4.</li> <li>2. Mix all 40 cards together, shuffle and deal each person 4 cards.</li> <li>3. Player do NOT show their cards to the other players.</li> <li>4. The object of the game is to get all four cards that are synonyms for each other. <b>Example:</b> laugh, giggle, chuckle, tee hee.</li> <li>5. Each player selects one card (that he/she does not want) and put it face down in front of them.</li> <li>6. When every player has card in front of them, players pass the card one person to the left.</li> <li>7. Players pick up the card and draw another card (now they have 5 in their hand).</li> <li>8. Players decide which card is unwanted and the process continues until all cards have been selected.</li> <li>9. As players get four synonyms, they place them down in front of them.</li> <li>10. The player with them most matches wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of</p>

## Consult 4 Kids Lesson Plans

<p>check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b>  <b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Pronouns</b>  A pronoun can take the place of a noun. Singular subject pronouns are: I, you, he, she, it. Plural subject pronouns are: we, you and they  <b>Examples:</b>  Jill has a cat.—She has a cat.  Jorge and Fred play soccer.—They play soccer.</p> <p><b>Pronouns</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio a game board, a set of Pronoun Sentence Cards, and three different markers.</li> <li>3. The object of the game is to get three in a row.</li> <li>4. Player 1 draws a Pronoun Sentence Card and selects the pronoun that can take the place of the underlined word or words, and marks it with his/her marker.</li> <li>5. Player 2 does the same.</li> <li>6. It is important that the players use some strategy to keep the other player from getting three in a row horizontally, vertically, or diagonally.</li> <li>7. Player 3 then continues.</li> <li>8. Game is over when someone has 3 in a row or all of the Pronoun Sentence Cards are used.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

##### LBNT

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

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

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

3<sup>rd</sup> Grade—Subject Pronouns Game Board

**we**



**you**



**they**



**he**



**she**



**it**



**I**



**we**



**it**



**they**



**he**



**she**



**you**



**I**



**we**



**you**



**they**



**he**



**she**



**it**



**I**



**we**



**he**



**she**

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade Subject Pronoun Sentence Cards

<u>John and Mark</u> are going..	<u>John</u> is fixing the window.	<u>The purse</u> was lost in the flood.	<u>Jill and I</u> are going to the store.
<u>Judy</u> did not like the new perfume.	I will hand the paper to <u>(the person right there.)</u>	Jo can't go with me. _____ will go by myself.	<u>Linda and Ann</u> are wearing the same hat.
<u>Joe</u> ran the race the quickest.	<u>Mona</u> did not want to go later.	The <u>dog</u> was barking loudly at the cat.	Joe gives <u>(the person right there)</u> a book.
<u>Millie and Moe</u> found the cookies.	Lily hugged me. _____ hugged her back.	<u>Ron and I</u> nearly finished.	<u>Mel</u> drove his car to the show.
<u>Mother</u> was able to find the scissors.	<u>My cat</u> is not very friendly.	Did he give <u>(person right there)</u> a ticket?	<u>Fred and George</u> fell off the ladder.
Give that to me. _____ will take it to her.	<u>Shelly and I</u> are neighbors.	<u>Roy</u> lost his bike.	<u>Lori</u> is giving that away.

## Consult 4 Kids Lesson Plans

<p><u>The game</u> is nearly over.</p>	<p>Did <u>(person right there)</u> raise your hand?</p>	<p><u>Lance and Jack</u> are brothers.</p>	<p>He thanked me. _____ said, "You're welcome."</p>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Concentration and I Wonder
<b>Focus:</b>	Vocabulary, Questioning, and Singular and Plural Nouns

**Materials:**

Activity at end of lesson plan  
 Synonym Cards from day one  
 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 students

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

Repeated Reading passages can be found at:

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

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

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



## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Each of the games will have students utilize the games in different ways. At the end of the 11 days, students will be able to pair synonyms and understand the meaning of each. The activities will include Synonym Cards—Four Decks, Sentence Cards, and several game boards.</p> <p><b>Concentration</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of each of the synonyms decks.</li> <li>3. Students make a 5 x 5 grid, using some cards from each deck. Cards are face down.</li> <li>4. Remaining cards placed in a stack on the side.</li> <li>5. Player 1 turns over two cards (1 from each deck) and if they are a synonym match, take the pair and replace them with the cards from the remaining decks.</li> <li>6. Player 2 follow the same plan.</li> <li>7. Game is over when all matches are made.</li> <li>8. Player with the most matches wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Singular and Plural Nouns</b> A singular noun names one person, place or thing, a plural noun names more than one person, more than one place, or more than one thing. <b>Examples:</b> singular—noodle plural—noodles</p> <p><b>Singular and Plural Nouns</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of sentence cards, white board and pens/crayons.</li> <li>3. On the white board, students should create two columns, labeling 1 column <b>Singular</b> and the second column, <b>Plural</b>.</li> <li>4. Working together, students select a sentence card and determine if the noun is singular or plural.</li> <li>5. Students then write the noun on the white board under the correct column.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

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

### 3rd Grade Singular and Plural Nouns

The <u>umbrella</u> is green.	The <u>canopies</u> are red and white striped	The <u>trophies</u> are 12 inches tall.	Mr. Jones was a good <u>neighbor</u> .
The <u>bracelet</u> was mailed to her yesterday.	The <u>ships</u> were sailing out of the harbor.	She doesn't know the <u>answer</u> .	They are my best <u>friends</u> .
The girl is baking <u>cookies</u> .	The <u>cows</u> are all black and white.	The <u>duck</u> quacked loudly.	Does he have all of the playing <u>cards</u> ?
I will visit the <u>camp</u> tomorrow.	He is not a <u>genius</u> , that's for sure.	I am not going <u>home</u> after the party.	We are working on four <u>projects</u> together.
The <u>noodles</u> in the bowl are soft.	Five of the <u>pigs</u> are pink.	Picture <u>frames</u> are on the wall.	My <u>dog</u> is barking loudly.
Did you go to the <u>store</u> yesterday?	Please cook only one <u>bean</u> .	The <u>pencils</u> are overflowing in the box.	The single <u>flower</u> was breathtaking.
Have you been on the cargo <u>ship</u> ?	The <u>ladies</u> waved good-bye.	What <u>day</u> of the week is it?	Nine <u>mothers</u> were at the park.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Irregular Plural Nouns and Concentration
<b>Focus:</b>	Vocabulary, Summarizing, and Irregular Plural Verbs

**Materials:**

Activity at end of lesson plan  
 Synonym Cards from Day 1  
 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 students

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> 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;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Review how to play this game with the students. Ask them for strategies that they used to help them win.</p> <p><b>Concentration</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of each of the synonyms decks.</li> <li>3. Students make a 5 x 5 grid, using some cards from each deck. Cards are face down.</li> <li>4. Remaining cards placed in a stack on the side.</li> <li>5. Player 1 turns over two cards (1 from each deck) and if they are a synonym match, take the pair and replace them with the cards from the remaining decks</li> <li>6. Player 2 follow the same plan.</li> <li>7. Game is over when all matches are made.</li> <li>8. Player with the most matches wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p>10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>will this information apply to your life?</p> <p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Irregular Plural Nouns</b></p> <p>In most cases, when you want a singular noun to become a plural noun, you simply add “s” or “es”. Some nouns are irregular and can be the same whether they are singular or plural.</p> <p><b>Example:</b> one fish, many fish; one sheep, many sheep.</p> <p>Some plural nouns take a different form than the noun in the singular form. <b>Example:</b> child-children, mouse-mice</p> <p><b>Irregular Plural Nouns</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board, pens/crayons, and a deck of sentence cards.</li> <li>3. Label the white board in two columns: Regular and Irregular and place the white board between the students.</li> <li>4. Together, students select a sentence card and determine if the plural is regular or irregular.</li> <li>5. They place the sentence card in the correct column.</li> <li>6. Game is over when all sentence cards have been placed.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade—Irregular Plural Nouns

She had nine <u>dresses</u> in her closet.	The three little <u>pigs</u> were happy at home.	The <u>umbrellas</u> are blue and white.	The <u>trophies</u> are silver and gold.
The <u>beaches</u> are across from her house.	How many <u>dogs</u> do you have?	He took a nap underneath the <u>trees</u> .	There are two <u>schools</u> in the neighborhood.
The <u>mothers</u> were disappointed.	The <u>shadows</u> fell along the road.	He will give you twenty <u>guesses</u> .	The <u>computers</u> in the lab are all broken.
My best <u>friends</u> are Judy and Mark.	The <u>kittens</u> all looked like their mother.	Ten <u>bison</u> ran across the highway.	Do the <u>deer</u> travel north in the winter?
The <u>sheep</u> are resting in the meadow.	The <u>people</u> have purchased tickets.	The <u>mice</u> were squeaking loudly.	The <u>moose</u> were moving slowly.
The <u>geese</u> were flying in a V.	I have lost three <u>teeth</u> .	I have blisters on both <u>feet</u> .	The <u>children</u> were laughing quietly.
We needed all of the <u>dice</u> to play the game.	The <u>fish</u> were swimming in schools.	The <u>swine</u> are not soft and furry.	The <u>data</u> are not accurate.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Somebody Wanted and Alphabetical Order
<b>Focus:</b>	Vocabulary, Summarizing, and Adjectives

**Materials:**

Activities at end of lesson plan  
 Synonym Cards from Day 1  
 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 students to the next level.

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

Repeated Reading passages can be found at:

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

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

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



## Consult 4 Kids Lesson Plans

<p><b>Fluency Activity of the Day</b></p> <p><b>Chunk Reading:</b> This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:  <u>“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>This activity will take all four decks of synonym cards. Be sure that students have a different deck of cards than they had yesterday.</p> <p><b>Synonyms in Alphabetical Order</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each student one deck of synonym cards and a white board and pen/crayon.</li> <li>2. Student is to take deck of cards and assemble them in alphabetical order.</li> <li>3. Student then writes the words on his/her white board.</li> <li>4. Students trade white boards to determine if the list is correct.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character’s goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to</p>

## Consult 4 Kids Lesson Plans

<p><b>Adjectives—How Many?</b>          Adjectives describe (or modify) a noun (person, place or thing). An adjective can answer one of four questions:</p> <ol style="list-style-type: none"> <li>1. What kind?</li> <li>2. How Many”</li> <li>3. Whose”</li> <li>4. Which?</li> </ol> <p>Today we are going to look at adjectives that answer the question how many. <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• one animal</li> <li>• fifteen candy bars</li> <li>• many sodas</li> </ul> <p><b>How Many?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio a deck of sentence cards, dice and a white board with pen/crayons.</li> <li>3. Player 1 draws a sentence card and reads it.</li> <li>4. Player then fills in the blank with an adjective that tells How Many.</li> <li>5. If other two players agree, player rolls the die and records the number of points (if it is a second, third, etc. turn, he/she adds the total to the previous total.</li> <li>6. Game is over after each player has had 10 turns.</li> <li>7. Player with the most points wins.</li> </ol>	<p>check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b>          Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade Adjectives—How Many?

The _____ balls bounced high.	_____ citizens stood in the cold.	_____ cows were at the trough.	Only _____ cats were kept by the man.
_____ men were on the trapeze.	It was _____ of his favorite poems.	_____ of them had blue hair.	_____ than one finished the race.
_____ of the players returned.	There are _____ fountains in a row.	Did she bring _____ glasses of water?	He only had _____ chances to get it.
I want to pick _____ flowers.	Can you see _____ stars?	_____ players made up the soccer team.	She had _____ loose teeth right now.
_____ of them were hungry and tired.	_____ geese flew through the air.	The dog made _____ holes in the yard.	Have you run in _____ marathons?
The phone rang _____ times.	The wolf howled at the moon _____ times.	She had _____ good ideas.	The _____ ponies pranced.
_____ soldiers came home.	He has _____ pencils.	The puzzle had _____ pieces.	The sleigh was pulled by _____ reindeers.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	VOCAB and Proper Nouns
<b>Focus:</b>	Vocabulary, Clarifying, and Proper Nouns

**Materials:**

Activity at end of lesson plan (Use decks of Synonym Cards from yesterday)

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 students to the next level.

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> 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).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Each of the games will have students utilize the games in different ways. At the end of the 11 days, students will be able to pair synonyms and understand the meaning of each. The activities will include Synonym Cards—Four Decks, Sentence Cards, and several game boards.</p> <p>Review how to play this game with the students. Ask them for strategies that they used to help them win.</p> <p><b>VOCAB</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Make a list of words and place on chart paper or white board.</li> <li>2. Students create a Bingo Card (5 across and 3 rows, space in the center is free).</li> <li>3. Students write one word from the list in each space in any order (there will be 20 words and 14 spaces so everyone's card is not alike).</li> <li>4. Select synonym card and call the word. If student has the synonym, he/she marks it.</li> <li>5. Player calls VOCAB when he/she has three in a row vertically or horizontally (there is no diagonal in this game).</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> 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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Proper Nouns</b> A proper noun identifies a specific person, place or thing by name. A proper noun begins with a capital letter. Examples: <i>boy—John</i> <i>street—First Street</i> <i>shoes—Nikes</i></p> <p><b>Proper Nouns</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of cards.</li> <li>3. Shuffle the cards and place face down in a 4 x 4 grid.</li> <li>4. Player 1 turns over 2 cards. If the cards match—one a Proper Noun and the other the Common Noun version of the Proper Noun, he/she takes the pair and replaces cards with extra cards from the deck. Example of match: common noun card—street, proper noun card—Maple Street.</li> <li>5. Player 2 continues in the same way.</li> <li>6. Play is over when all cards have been paired.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

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### 3<sup>rd</sup> Grade—Proper and Common Nouns

president	Obama	student	Sally
park	Rosedale Park	restaurant	Denney's
rabbit	Bugs Bunny	brother	Tommy
swimmer	Michael Phelps	cowboys	Wild Bill
business	Xerox	dentist	Dr. Jones

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car	Toyota	photographer	Jeff Camera
bus	Greyhound	city	Milwaukee
state	Wisconsin	actor	Zac Efron
hospital	St. Joseph's	church	Baptist
computer	Dell	newspapers	New York Times



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city	Sacramento	street	4 <sup>th</sup> Street
singer	Beyoncé	rapper	Jayz
composer	Bach	store	K-Mart

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Repeated Reading and VOCAB
<b>Focus:</b>	Vocabulary, Predicting, and Nouns

**Materials:**

4 decks of synonym cards, print each deck on different colored card stock (select the deck or decks as directed)

VOCAB Game Board

Noun Game

White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>During the next 11 days, students will be working on words, what the words mean, and synonym pairs. Each of the games will have students utilize the games in different ways. At the end of the 11 days, students will be able to pair synonyms and understand the meaning of each. The activities will include Synonym Cards—Four Decks, Sentence Cards, and several game boards.</p> <p><b>VOCAB</b></p> <p>This game is played like BINGO.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Make a list of words and place on chart paper or white board.</li> <li>2. Students create a Bingo Card (5 across and 3 rows, space in the center is free).</li> <li>3. Students write one word from the list in each space in any order (there will be 20 words and 14 spaces so everyone's card is not alike).</li> <li>4. Select synonym card and call the word. If student has the synonym, he/she marks it.</li> <li>5. Player calls VOCAB when he/she has three in a row vertically or horizontally (there is no diagonal in this game).</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Find the Evidence:</b> 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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>walked alone.”</p> <p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Nouns</b></p> <p>A noun is a word that names a person, place or thing. Examples:          person—boy, student, governor          place—park, street, store          thing—toy, dish, ball</p> <p><b>Nouns</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of noun cards and a game board.</li> <li>3. Player 1 turns over a word card and determines is the noun represents a person, place or thing and places the word in the correct category.</li> <li>4. Player 2 repeats the process.</li> <li>5. Game is over when the cards are all placed in the appropriate columns.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

Consult 4 Kids Lesson Plans

Synonym Cards 3<sup>rd</sup> Grade—VOCAB, Concentration, Synonym Slap Down, Alphabetical Order, Pictionary  
Deck 1-Synonyms

angry	help	join	only
noise	beautiful	ugly	laugh
cry	sad	friend	finished
tiny	large	yell	rich

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tired	excited	draw	old
run	said	wet	noisy
dirty			

Deck 2-Synonyms

mad	assist	consent	just
din	pretty	homely	giggle
weep	unhappy	buddy	completed
small	shout	wealthy	exhausted

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thrilled	illustrate	ancient	scurry
whispered	damp	loud	filthy
huge			



## Consult 4 Kids Lesson Plans

## Deck 3-Synonyms

<p>furious</p>	<p>aid</p>	<p>link</p>	<p>barely</p>
<p>uproar</p>	<p>gorgeous</p>	<p>grotesque</p>	<p>chuckle</p>
<p>sob</p>	<p>gloomy</p>	<p>pal</p>	<p>ended</p>
<p>little</p>	<p>gigantic</p>	<p>bellow</p>	<p>affluent</p>

Consult 4 Kids Lesson Plans

worn-out	energized	demonstrate	elderly
dash	stated	soaking	earsplitting
soiled			

Deck 4--Synonyms

said	support	attach	hardly
racket	lovely	hideous	chortle
whimper	miserable	ally	concluded
minute	enormous	scream	prosperous

Consult 4 Kids Lesson Plans

weary	eager	show	mature
sprint	remarked	drenched	deafening
grimy			

## Consult 4 Kids Lesson Plans

### Synonym List 3<sup>rd</sup> Grade

First word is in Deck 1, second word is in Deck 2, third word is in Deck 3, and fourth word is in Deck 4.

Suggestion: Print deck in different colored card stock to keep them separate.

angry, mad, furious, upset  
 help, assist, aid, support  
 join, consent, link, attach  
 only, just, barely, hardly  
 noise, din, uproar, racket  
 beautiful, pretty, gorgeous, lovely  
 ugly, homely, grotesque, hideous  
 laugh, giggle, chuckle, chortle  
 cry, weep, sob, whimper  
 sad, unhappy, gloomy, miserable  
 friend, buddy, pal, ally  
 finished, completed, ended, concluded  
 tiny, small, little, minute  
 large, huge, gigantic, enormous  
 yell, shout, bellow, scream  
 rich, wealthy, affluent, prosperous  
 tired, exhausted, worn-out, weary  
 excited, thrilled, energized, eager  
 draw, illustrate, demonstrate, show  
 old, ancient, elderly, mature  
 run, scurry, dash, sprint  
 said, whispered, stated, remarked  
 wet, damp, soaking, drenched  
 noisy, loud, earsplitting, deafening  
 dirty, filthy, soiled, grimy

VOCAB Game Card

V	O	C	A	B
		FREE		

# Consult 4 Kids Lesson Plans

## 3rd Grade Nouns—Person, Place, or Thing

Person	Place	Thing

## Consult 4 Kids Lesson Plans

### 3rd Grade Noun Cards

president	mom	student	restaurant
park	school	ball	dish
pencil	rabbit	cage	brother
swimmer	friends	cowboys	plane
circle	cabbage	teeth	business
salesman	cars	photographer	pictures
Tommy	bus	ticket	Milwaukee
Wisconsin	actor	brother	baby
home	hospital	church	soda
calculator	stapler	newspapers	alarm
dinner	backyard	paper	animal
bed	uncle	Sacramento	California



## Consult 4 Kids Lesson Plans

bucket	street	paint	neighbor
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## Consult 4 Kids Lesson Plans

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

<p><b>Materials:</b></p> <p>Activities from Lesson Plans #1 - #10</p> <p>White boards and pens and/or crayons</p>
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### Opening

<p><b>State the objective</b></p>
<p>The purpose of these lessons are to:</p> <ul style="list-style-type: none"> <li>• Improve fluency (the ability to read smoothly).</li> <li>• Increase vocabulary (both academic and other words).</li> <li>• Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).</li> <li>• Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.</li> </ul>

<p><b>Gain prior knowledge by asking students the following questions</b></p>
<p>What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?</p> <p>What is the importance of asking questions to strengthen your understanding of what you have read?</p> <p>Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?</p>

### Content (the "Meat")

<p><b>Fluency</b></p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p>
<p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>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.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol>	<p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (This is a subscription fee site).            Check with the school day to see if the textbook has these passages (most do).            Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).</p>

## Consult 4 Kids Lesson Plans

<p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Choose from the activities that have been played for the last 10 days. Have students review how to play each game.</p> <p><b>Pictionary</b>  <b>Alphabetical Order</b>  <b>Synonym Slap Down</b>  <b>Concentration</b>  <b>VOCAB</b></p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Choose from the activities that have been played for the last 10 days. Have students review how to play each game.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key</p>

## Consult 4 Kids Lesson Plans

<p>Adjectives—Which          Adjectives—How Many          Adjectives—What Kind          Adjectives—Whose          Nouns          Proper Nouns          Singular and Plural Nouns          Irregular Plural Nouns          Pronouns          Possessive Pronouns</p>	<p>elements.</p>
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### Closing

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

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

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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Fluency and Synonyms
<b>Focus:</b>	Vocabulary (Synonyms), Predicting, Punctuating Quotations

**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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> 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.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b> Synonyms are words that mean the same or nearly the same thing. Selecting a synonym with just the right meaning will make a difference in students' speaking and writing.</p> <p><b>Synonyms</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Synonym Cards.</li> <li>3. Shuffle the cards and place the first 16 in a 4 by 4 grid face down.</li> <li>4. Player 1 draws 2 cards and if they are synonyms for one another they collect the cards and use one of the words in a sentence. Player replaces the two cards with two other cards from the deck.</li> <li>5. Player 2 then repeats.</li> <li>6. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Punctuating Quotes</b></p> <p>Quotation marks are used to show a person’s exact spoken words. Quotation marks come in pairs, one before the first word of the quote and one at the end, after the final punctuation. There are guidelines around how to punctuate these quotes. Begin with the quotation marks. Capitalize the first word of the quote. Complete the ending punctuation of the quote (you can use a comma instead of a period so you can add <i>he said</i>) and then add the punctuation marks. Here is an example: “I was invited to the party,” said Ann. Demonstrate several examples with the students. Have different students say things and then capture that in a direct quote.</p> <p><b>Direct Quotes</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board and a set of Quotation Cards.</li> <li>3. Together, pair turns over a card and determines how to punctuate the quote.</li> <li>4. When this is decided, students write the quote on the white board.</li> <li>5. When they finish, they find another pair and compare answers, correcting as necessary.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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

### 3rd Grade Synonyms

hairless	bald	lost	misplaced
buttoned	fastened	clean	fresh
child	tot	fast	quick
scream	yell	cook	heat
cut	take apart	fat	obese
bare	uncovered	tied	knotted
dirty	soiled	dog	canine
heavy	weighty	vacation	time off



## Consult 4 Kids Lesson Plans

wash	cleanse	bark	arf!
talk	chat	bend	swerve
complete	finish	stripe	streak
ajar	open	parcel	package
return	give back	sneakers	shoes
quilt	blanket	music	tunes
continue	keep going	stop	halt

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade Direct Quotes

<p>where is my surfboard asked Jack</p>	<p>ryan said I am happy when I play video games</p>
<p>sam said I found the sock under the bed</p>	<p>we are going to the movie tonight cheered the team</p>
<p>I was invited to spend the night sighed Natalie</p>	<p>grandpa asked do you want to visit New York City</p>
<p>my dog's name is Rover Ted said</p>	<p>my phone is ringing exclaimed Jorge</p>
<p>Jorge asked may I have some popcorn and soda</p>	<p>we have three large dogs murmured Lizette</p>
<p>would you like to go to the market asked Lori</p>	<p>look out shouted Murray</p>

## Consult 4 Kids Lesson Plans

<b>Component</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Slow Reading and Antonyms
<b>Focus:</b>	Vocabulary (Antonyms), Questioning and Run On Sentences

**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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b> Antonyms are words that mean the opposite of another word. Not all words have opposites, but the ones that do, should be understood. Review several examples with students.</p> <p><b>Antonyms</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Antonym Cards.</li> <li>3. Shuffle the cards and place the first 16 in a 4 by 4 grid face down.</li> <li>4. Player 1 draws 2 cards and if they are antonyms for one another they collect the cards and use one of the words in a sentence. Player replaces the two cards with two other cards from the deck.</li> <li>5. Player 2 then repeats.</li> <li>6. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b> <b>Question and Connection:</b> 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>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p>	<p>Often, this activity will be</p>

## Consult 4 Kids Lesson Plans

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.

### Run On Sentences

A run-on sentence combines more than one thought or idea. The word and is used in run-on sentences to string the thoughts together. A run-on is not like a compound sentence that has two sentences together because they are a connection to the same thought or idea.

An example of a run-on sentence is: June filled the box with candy and she went to the store for ice cream and she decorated her T-shirt with rhinestones. This would have been much better as three separate sentences. June filled the box with candy. She went to the store for ice cream. She decorated her T-shirt with rhinestones.

### Splitting Up the Run-Ons

#### Directions:

1. Divide students into pairs.
2. Give each pair a white board and a set of Run On Cards
3. Together, the pair draws a sentence card and reads the run-on sentence.
4. Pair then agrees on how to break the run-on into several sentences and writes the sentence on the white board
5. Bring pairs back together and have them share with the class.

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.

### 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 Antonym Review

up	down	fat	thin
black	white	fast	slow
fingers	toes	head	toes
ill	well	pass	grab
rich	poor	polite	rude
loud	soft	tall	short
wet	dry	sweet	sour
arm	leg	blind	sighted

## Consult 4 Kids Lesson Plans

good	bad	inside	outside
boy	girl	Mr.	Mrs.
late	early	morning	evening
find	lost	top	bottom
under	over	play	work
empty	full	baby	adult
floor	ceiling	beautiful	ugly

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade—Run-On Sentences

<p>Ireland is a small country and we have neighbors that have been in Ireland and I don't believe in leprechauns.</p>	<p>Debra has a red sweater and her hair is brown and she likes chocolate chip cookies.</p>
<p>He flew the airplane to Michigan and he shopped for tickets and he liked to play baseball.</p>	<p>The train was on its way to Hogwarts and the man thought he saw a magician and the wand was broken when he cast a spell.</p>
<p>John read the newspaper advertisement and he did his homework before dinner and he wore a green shirt yesterday.</p>	<p>Danny's friend paid for the items and Danny left on his bicycle and he had a hamburger for lunch.</p>
<p>The blanket is in the chest and the towels are in the closet and the food is stacked onto the shelf by type.</p>	<p>The carpenter cut the board in half and he painted the shelf green and he had to take three nails out of the board.</p>
<p>Bob and Jorge are brothers and they are firefighters and the both like dogs better than cats.</p>	<p>Jim is a veterinarian and he skis on the week are liked by everyone and end and he drives a red Toyota.</p>
<p>JoJo and Ginger are the neighbor's cats and they play with the children on the street and the dogs don't chase them.</p>	<p>Bob wears T-shirts and jeans every day and he is friends with Martin and Bob likes to eat pizza.</p>



## Consult 4 Kids Lesson Plans

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

**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?

### 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

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> 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.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Similes</b> A simile is a comparison of two things using the word "like" or "as" to make the comparison. When a comparison has been made in a certain way for a long time, it can become a cliché. Examples of similes that are also clichés include: cold as ice, hard as a rock, old as the hills, had as a hornet, dark as nigh, deep as the ocean. Ask children if they can think of others.</p> <p><b>Charades</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide the students into groups of 3.</li> <li>2. Give each group a set of simile cards.</li> <li>3. Have groups go through the cards and discuss how they might act out each of the similes.</li> <li>4. Bring the groups back together.</li> <li>5. Draw a simile card and have each of the groups come up and act out the simile without speaking.</li> <li>6. After each group has finished, have the class vote on the charade that they like best.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information)</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b> <b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>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;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Contractions</b> A contraction is a word made by joining two words. One or more letters are left out and an apostrophe replaces them. For example, can + not = can't. Have students brainstorm other contractions.</p> <p><b>Contractions</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Turn the card face down in a grid, like Concentration.</li> <li>2. First player turns over two cards. If they match, he she keeps the cards. If they do not match, player turns them face down.</li> <li>3. Second player repeats step 2. Alternate until game is over.</li> </ol> <p>If there is time, have students make up sentences with each of the contractions that they pick up. Have them say the sentence two ways—once with the contraction and once with the two words.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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

### 3<sup>rd</sup> Grade Similes (Clichés)

run like a deer	hop like a rabbit	swim like a fish	free as a bird
busy as a bee	slither like a snake	quick as lightning	strong as a lion
scamper like a mouse	nervous as a cat	flat as a pancake	cold as ice
dark as night	deep as the ocean	old as the hills	mad as a hornet
hard as nails	smart as a whip	happy as a clam	as blind as a bat
as clear as mud	as dry as a bone	as hungry as a bear	as steady as a rock

## Consult 4 Kids Lesson Plans

 3<sup>rd</sup> Grade Contractions

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't
are not	aren't	would not	wouldn't
do not	don't	will not	won't

## Consult 4 Kids Lesson Plans

was not	wasn't	should not	shouldn't
I had	I'd	we are	we're
here is	here's	you will	you'll
you would	you'd	I will	I'll
it is	it's	there is	there's
he will	he'll	they have	they've

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Declarative, Exclamatory, Interrogative, Imperative
<b>Focus:</b>	Vocabulary (Homophones), Clarifying, and 4 Sentence Types

**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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> 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).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homophones</b></p> <p>Homophones are words that sound alike but are spelled differently and have different meanings. Other than the words we worked with yesterday, there are other homophone pairs. Today we will look at other homophones such as bury and berry.</p> <p><b>Homophones</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place the word cards face down in a grid like Concentration.</li> <li>2. Player selects two cards. If cards are a homonym pair, then player keeps the cards. If not, player turns cards over and play moves to the next player.</li> <li>3. Play continues until all cards are uncovered.</li> <li>4. Winner is player with most cards.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> 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>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to</p>



## Consult 4 Kids Lesson Plans

punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

### Types of Sentences

There are four types of sentences: statements (declarative), questions (interrogatives), exclamation, (exclamatory), and imperatives (commands). A declarative sentence is a telling sentence and is probably the most common sentence type. The interrogative sentence asks questions and ends in a question mark. These usually begin with the words who what, when, where, why or how. The third type is a sentence is an exclamation and it shows strong emotion and feelings like surprise, anger, excitement, or fear. The fourth type is imperative and is a command or an order. Commands often have only an implied subject. An example would be “Make your bed.”

### Four Types of Sentences

#### Directions:

1. Divide students into pairs.
2. Give each pair a Game Board and a deck of sentence cards.
3. Shuffle the cards and put them to the right of the game board.
4. Player 1 draws a sentence card, reads the sentence and determines whether the sentence is a declarative, interrogative, exclamatory, or imperative sentence. Player 2 may challenge Player 1’s selection.
5. Once there is agreement, Player 2 draws a card and the process continues.
6. Game is over when all cards have been categorized.

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

### Closing

#### Review

Say:

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

#### Debrief

#### LBNT

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

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

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

3<sup>rd</sup> Grade—Homophones

ant	aunt	ate	eight
I	eye	bare	bear
bite	byte	caught	cot
cent	sent	dear	deer
fair	fare	for	four

## Consult 4 Kids Lesson Plans

hair	hare	knight	night
not	knot	mail	male
write	right	son	sun
two	too	know	no
read	red	sight	site

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Four Types of Sentences

I like to drink water on hot days.	We went to the mountains.	My friend and I went swimming.	My family is at the beach.
I like to eat sugar cookies.	It is fun to play the guitar.	The waves were very calm.	We collected a lot of seashells.
Cats are furry animals.	He has five horses and two dogs.	John went to the store yesterday.	I have a beautiful ring.
Where is Mom?	Did you see that black car that was speeding?	Who has answered all of the questions?	Do you like fried potatoes?
How old are your brothers?	When will you be able to go with me?	What was the first car that you saw?	Who wrote the book about George?

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How big is the watermelon plant?	Would you like to eat carrots?	What is your favorite juice?	Is your favorite dessert pie?
Wow!	Martin hit the winning run!	He hit a grand slam!	Ouch!
We won the championship!	Sally was the spelling bee champ!	Jorge, look out!	I can't believe that this happened!
The balloon popped!	The car screamed to a halt!	He threw the touchdown pass!	I love you!
Make your bed.	Rake the leaves.	Do you homework.	Eat your lunch

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Go left then turn right.	Drive carefully.	Mark the correct answer.	Stand near the table.
Give that to me.	Duck your head.	Stop doing that.	Say your name.

# Consult 4 Kids Lesson Plans

## Sentence Type Game Board

Declarative	Interrogative	Exclamatory	Imperative

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Homophones and Types of Sentences
<b>Focus:</b>	Vocabulary(Homophones), Predicting, and 4 Types 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 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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Check with the school day to see if the textbook has these passages (most do).

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



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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student’s vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homophones</b></p> <p>Homophones are words that sound alike but are spelled differently and have different meanings. There are four homophones that really challenge us: <b>your, you’re, their, there, they’re, whose, who’s, and its and it’s.</b> Let’s take a look at the three there, their, they’re. The first “there” refers to a place—put it over there. The second, “their”, is the possessive form meaning it belongs to them. This is true of “its” and “your” as well. The third form, “they’re”, is a contraction for <b>they are</b>, just like “it’s” is a contraction for <b>it is</b>, “you’re” is a contraction for <b>you are</b>, and “who’s” is a contraction for <b>who is</b>. Finally, “whose” is the interrogative pronoun—asking the question of which person?</p> <p><b>Homophones</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Homophone Cards, white board, and pen or crayon.</li> <li>3. Player 1 draws a card.</li> <li>4. Player 1 writes and read a sentence using the word that was drawn.</li> <li>5. If sentence is correct, player receives a point.</li> <li>6. Player 2 repeats.</li> <li>7. Game is over when first player reaches 10 points.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Find the Evidence:</b> 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</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Types of Sentences</b></p> <p>There are four types of sentences: statements (declarative), questions (interrogatives), exclamation, (exclamatory), and imperatives (commands). A declarative sentence is a telling sentence and is probably the most common sentence type. The interrogative sentence asks questions and ends in a question mark. These usually begin with the words who what, when, where, why or how. The third type is a sentence is an exclamation and it shows strong emotion and feelings like surprise, anger, excitement, or fear. The fourth type is imperative and is a command or an order. Commands often have only an implied subject. An example would be "Make your bed."</p> <p><b>Four Types of Sentences</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Game Board and a deck of sentence cards.</li> <li>3. Shuffle the cards and put them to the right of the game board.</li> <li>4. Player 1 draws a sentence card, reads the sentence and determines whether the sentence is a declarative, interrogative, exclamatory, or imperative sentence. Player 2 may challenge Player 1's selection.</li> <li>5. Once there is agreement, Player 2 draws a card and the process continues.</li> <li>6. Game is over when all cards have been categorized.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> </ol>
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## Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Homophone Cards

its	its	its	its
it's	it's	it's	it's
whose	whose	whose	whose
who's	who'	who's	who's
there	there	there	there

## Consult 4 Kids Lesson Plans

their	their	their	their
they're	they're	they're	they're
your	your	your	your
you're	you're	you're	you're

### 3<sup>rd</sup> Grade Four Types of Sentences Cards

I like to drink water on hot days.	We went to the mountains.	My friend and I went swimming.	My family is at the beach.
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## Consult 4 Kids Lesson Plans

I like to eat sugar cookies.	It is fun to play the guitar.	The waves were very calm.	We collected a lot of seashells.
Cats are furry animals.	He has five horses and two dogs.	John went to the store yesterday.	I have a beautiful ring.
Where is Mom?	Did you see that black car that was speeding?	Who has answered all of the questions?	Do you like fried potatoes?
How old are your brothers?	When will you be able to go with me?	What was the first car that you saw?	Who wrote the book about George?
How big is the watermelon plant?	Would you like to eat carrots?	What is your favorite juice?	Is your favorite dessert pie?

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Wow!	Martin hit the winning run!	He hit a grand slam!	Ouch!
We won the championship!	Sally was the spelling bee champ!	Jorge, look out!	I can't believe that this happened!
The balloon popped!	The car screamed to a halt!	He threw the touchdown pass!	I love you!
Make your bed.	Rake the leaves.	Do you homework.	Eat your lunch
Go left then turn right.	Drive carefully.	Mark the correct answer.	Stand near the table.

## Consult 4 Kids Lesson Plans

Give that to me.	Duck your head.	Stop doing that.	Say your name.
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## Consult 4 Kids Lesson Plans

### Sentence Type Game Board

Declarative	Interrogative	Exclamatory	Imperative

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Misused Words and Prepositions
<b>Focus:</b>	Vocabulary (Misused Words), Questioning, and Prepositions

**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?

### Vocabulary

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

#### Misused Words

Some words are commonly misused. These words include: good, well, sure, surely, real, and really. So, let's take a look at how these words should be used. The word **good** is an adjective and describes a noun. You could say, "That was a good dinner." The word **good** is never an adverb. **Well** is an adjective when it means in good health or having a good appearance. For example, "She looks well." Well is an adverb when it is used to tell that something is done capably or effectively, such as "She writes well." Sure is an adjective when it modifies a noun. "A robin is a sure sign of spring." Surely is an adverb and can be used in this way, "He surely wants a job." Real is an adjective that means genuine or true, such as "That is a real diamond." Really is an adverb in "Mary really played a good game." Demonstrate these guidelines to students.

#### The Right Stuff

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p><b><u>Directions:</u></b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a game board and a deck of right Stuff Cards.</li> <li>3. Shuffle the deck of cards and put them to the right of the Game Board.</li> <li>4. Player 1 draws a card, reads the sentence and decides which word should fill in the blank. Player places a marker on the word on the game board.</li> <li>5. Player 2 continues play in the same way.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, “I wonder what I would do if this happened to me?” For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Prepositions</b></p> <p>Prepositions are words that relate nouns to other words in a sentence. Prepositions can tell where something is, where something is going, when something happens, and the relationship between a noun or pronoun and another word. <b>Common prepositions</b> include: aboard, about, above, across, after, against, along, alongside, among, around, as, at, before, behind, below, beneath, beside, besides, between, beyond, but, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, round, since, through, throughout, till, to, towards, under, underneath, until, up, upon, with, within, without (Make a list of these for students to refer to).</p> <p><b>Prepositions</b></p> <p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Give each pair a 12" x 18" piece of paper.</li> <li>3. Demonstrate for students how to divide the white board into 4 columns (this can be done on paper).</li> <li>4. Label the columns: "Tells where something is", "Tells where something is going", "Tells when something happens", and "Tells the relationship between a noun or pronoun and another word".</li> <li>5. Ask student to look at the single prepositions and place each in one of the 4 categories.</li> <li>6. Example: aboard would be placed in the column "where something is".</li> <li>7. Have pairs compare lists with another pair and correct any differences.</li> </ol>	
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### Closing

#### Review

Say:

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

#### Debrief

3-2-1

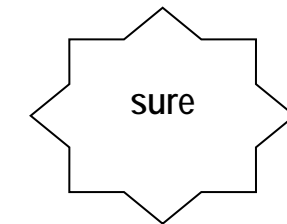
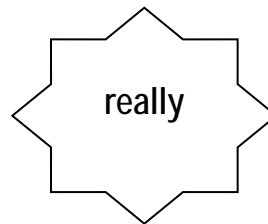
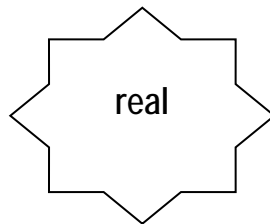
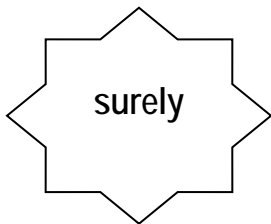
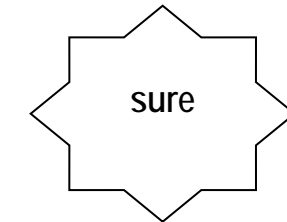
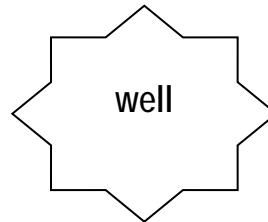
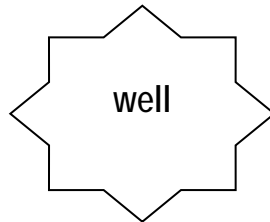
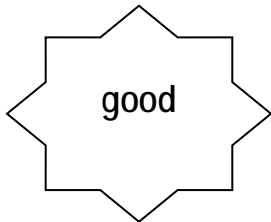
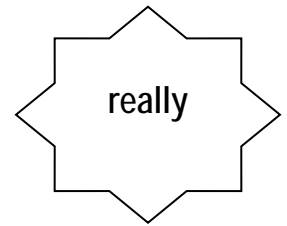
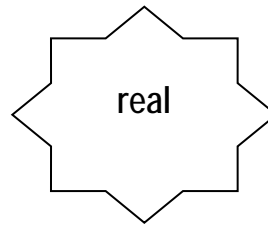
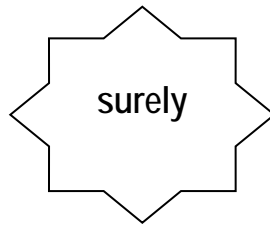
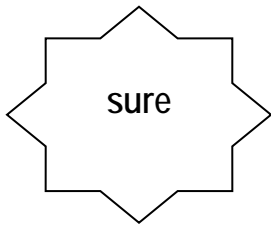
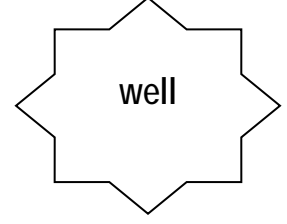
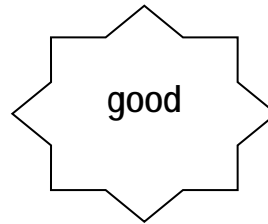
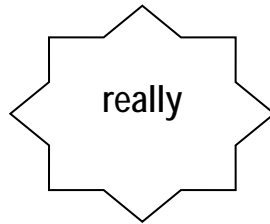
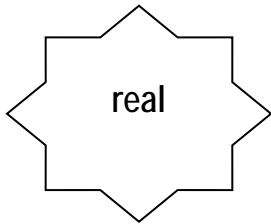
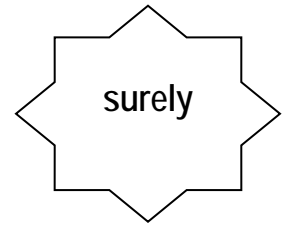
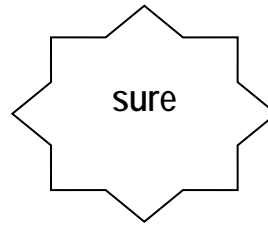
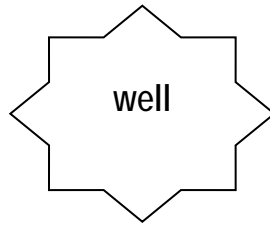
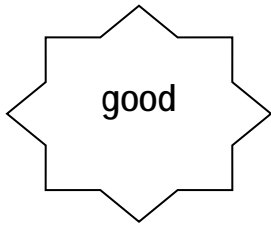
- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

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

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

# Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade The Right Stuff



## Consult 4 Kids Lesson Plans

<p>You did a _____ job cleaning your room. (good, well)</p>	<p>He detective in the story used his skills _____ (good well)</p>	<p>Len _____ wanted to finish before everyone else. (sure, surely)</p>	<p>I _____ want to read that book now. (real, really)</p>
<p>Did it take you long to decide who the _____ criminal? (real, really)</p>	<p>The class hamster looked _____ and healthy. (well, good)</p>	<p>Jill read _____ when she shared the story. (well, good)</p>	<p>You will _____ get a good grade. (sure, surely)</p>
<p>He looks _____. (well, good)</p>	<p>That was a _____ sandwich. (well, good)</p>	<p>He said he bet on a _____ thing. (sure, surely)</p>	<p>He will _____ be able to win the game. (sure, surely)</p>
<p>He is feeling _____. (well, good)</p>	<p>This was a _____ professional tennis racket. (real, really)</p>	<p>I think the secretary is doing a _____ job. (good, well)</p>	<p>That is a _____ nice outfit. (real, really)</p>
<p>He will be able to _____ do that. (sure, surely)</p>	<p>Maria writes _____. (well, good)</p>	<p>This is a _____ movie. (well, good)</p>	<p>I am _____ tired. (real, really)</p>

## Consult 4 Kids Lesson Plans

<p>John is _____ the fastest runner. (sure, surely)</p>	<p>Junie colors _____ . (well, good)</p>	<p>Frank saw the _____ signs of victory. (sure, surely)</p>	<p>He had a _____ Babe Ruth baseball. (real, really)</p>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Punctuating Direct Quotes
<b>Focus:</b>	Vocabulary (Synonyms), Clarifying, and Punctuating Quotations

**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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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



## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Independent Timed Reading:</b> Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b> Synonyms are words that mean the same or nearly the same thing. Selecting a synonym with just the right meaning will make a difference in students' speaking and writing.</p> <p><b>Synonyms</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each pair a set of Synonym Cards.</li> <li>3. Shuffle the cards and deal out equal numbers to each player.</li> <li>4. Player 1 asks another player for a synonym for (and then states the word).</li> <li>5. Player 1 then uses the word in a sentence.</li> <li>6. Player 2 either gives up the word or he/she passes.</li> <li>7. Player 2 then repeats, asking player 3.</li> <li>8. Player 3 then repeats, asking player 1.</li> <li>9. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b> <b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall,</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Punctuating Quotes</b></p> <p>Quotation marks are used to show a person's exact spoken words. Quotation marks come in pairs, one before the first word of the quote and one at the end, after the final punctuation. There are guidelines around how to punctuate these quotes. Begin with the quotation marks. Capitalize the first word of the quote. Complete the ending punctuation of the quote (you can use a comma instead of a period so you can add <i>he said</i>) and then add the punctuation marks. Here is an example: "I was invited to the party," said Ann. Demonstrate several examples with the students. Have different students say things and then capture that in a direct quote.</p> <p><b>Direct Quotes</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board and a set of Quotation Cards.</li> <li>3. Together, pair turns over a card and determines how to punctuate the quote.</li> <li>4. When this is decided, students write the quote on the white board.</li> <li>5. When they finish, they find another pair and compare answers, correcting as necessary.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

## Consult 4 Kids Lesson Plans

## 3rd Grade Synonyms

hairless	bald	lost	misplaced
buttoned	fastened	clean	fresh
child	tot	fast	quick
scream	yell	cook	heat
cut	take apart	fat	obese
bare	uncovered	tied	knotted
dirty	soiled	dog	canine
heavy	weighty	vacation	time off

## Consult 4 Kids Lesson Plans

wash	cleanse	bark	arf!
talk	chat	bend	swerve
complete	finish	stripe	streak
ajar	open	parcel	package
return	give back	sneakers	shoes
quilt	blanket	music	tunes
continue	keep going	stop	halt

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade Direct Quotes

<p>where is my surfboard asked Jack</p>	<p>ryan said I am happy when I play video games</p>
<p>sam said I found the sock under the bed</p>	<p>we are going to the movie tonight cheered the team</p>
<p>I was invited to spend the night sighed Natalie</p>	<p>grandpa asked do you want to visit New York City</p>
<p>my dog's name is Rover Ted said</p>	<p>my phone is ringing exclaimed Jorge</p>
<p>Jorge asked may I have some popcorn and soda</p>	<p>we have three large dogs murmured Lizette</p>
<p>would you like to go to the market asked Lori</p>	<p>look out shouted Murray</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Run On Sentences and Summarizing
<b>Focus:</b>	Vocabulary (Antonyms), Summarizing, and Run On Sentences

**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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

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

## Consult 4 Kids Lesson Plans

<p style="text-align: center;">students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Chunk Reading:</b> This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:  <u>“Once upon a time</u> there was a prince who wanted to marry a princess; <u>but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b>          Antonyms are words that mean the opposite of another word. Not all words have opposites, but the ones that do, should be understood.          Review several examples with students.</p> <p><b>Antonyms</b>  <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each pair a set of Antonym Cards.</li> <li>3. Shuffle the cards and deal out equal numbers to each player.</li> <li>4. Player 1 asks another player for an antonym for (and then states the word).</li> <li>5. Player 1 then uses the word in a sentence.</li> <li>6. Player 2 either gives up the word or he/she passes.</li> <li>7. Player 2 then repeats, asking player 3.</li> <li>8. Player 3 then repeats, asking player 1.</li> <li>9. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Run On Sentences</b></p> <p>A run-on sentence combines more than one thought or idea. The word and is used in run-on sentences to string the thoughts together. A run-on is not like a compound sentence that has two sentences together because they are a connection to the same thought or idea.</p> <p>An example of a run-on sentence is: June filled the box with candy and she went to the store for ice cream and she decorated her T-shirt with rhinestones. This would have been much better as three separate sentences. June filled the box with candy. She went to the sort for ice cream. She decorated her T-shirt with rhinestones.</p> <p><b>Splitting Up the Run-Ons</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board and a set of Run On Cards</li> <li>3. Together, the pair draws a sentence card and reads the run-on sentence.</li> <li>4. Pair then agrees on how to break the run-on into several sentences and writes the sentence on the white board</li> <li>5. Bring pairs back together and have them share with the class.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation).</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>



## Consult 4 Kids Lesson Plans

### 3rd Grade Antonym Review

up	down	fat	thin
black	white	fast	slow
fingers	toes	head	toes
ill	well	pass	grab
rich	poor	polite	rude
loud	soft	tall	short
wet	dry	sweet	sour
arm	leg	blind	sighted

## Consult 4 Kids Lesson Plans

good	bad	inside	outside
boy	girl	Mr.	Mrs.
late	early	morning	evening
find	lost	top	bottom
under	over	play	work
empty	full	baby	adult
floor	ceiling	beautiful	ugly

 3<sup>rd</sup> Grade—Run-On Sentences

## Consult 4 Kids Lesson Plans

<p>Ireland is a small country and we have neighbors that have been in Ireland and I don't believe in leprechauns.</p>	<p>Debra has a red sweater and her hair is brown and she likes chocolate chip cookies.</p>
<p>He flew the airplane to Michigan and he shopped for tickets and he liked to play baseball.</p>	<p>The train was on its way to Hogwarts and the man thought he saw a magician and the wand was broken when he cast a spell.</p>
<p>John read the newspaper advertisement and he did his homework before dinner and he wore a green shirt yesterday.</p>	<p>Danny's friend paid for the items and Danny left on his bicycle and he had a hamburger for lunch.</p>
<p>The blanket is in the chest and the towels are in the closet and the food is stacked onto the shelf by type.</p>	<p>The carpenter cut the board in half and he painted the shelf green and he had to take three nails out of the board.</p>
<p>Bob and Jorge are brothers and they are firefighters and the both like dogs better than cats.</p>	<p>Jim is a veterinarian and he skis on the week are liked by everyone and end and he drives a red Toyota.</p>
<p>JoJo and Ginger are the neighbor's cats and they play with the children on the street and the dogs don't chase them.</p>	<p>Bob wears T-shirts and jeans every day and he is friends with Martin and Bob likes to eat pizza.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	The Right Stuff
<b>Focus:</b>	Vocabulary (Misused Words), Summarizing, and Prepositions

**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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> 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;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Misused Words</b></p> <p>Some words are commonly misused. These words include: good, well, sure, surely, real, and really. So, let's take a look at how these words should be used. The word <b>good</b> is an adjective and describes a noun. You could say, "That was a good dinner." The word <b>good</b> is never an adverb. <b>Well</b> is an adjective when it means in good health or having a good appearance. For example, "She looks well." Well is an adverb when it is used to tell that something is done capably or effectively, such as "She writes well." Sure is an adjective when it modifies a noun. "A robin is a sure sign of spring." Surely is an adverb and can be used in this way, "He surely wants a job." Real is an adjective that means genuine or true, such as "That is a real diamond." Really is an adverb in "Mary really played a good game." Demonstrate these guidelines to students.</p> <p><b>The Right Stuff</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a game board and a deck of Right Stuff Cards.</li> <li>3. Shuffle the deck of cards and put them to the right of the Game Board.</li> <li>4. Player 1 draws a card, reads the sentence and decides which word should fill in the blank. Player places a marker on the word on the game board.</li> <li>5. Player 2 continues play in the same way.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library), or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p><b>Activity</b></p> <p><b>Summarizing:</b> 10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	
<p><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Prepositions</b> Prepositions are words that relate nouns to other words in a sentence. Prepositions can tell where something is, where something is going, when something happens, and the relationship between a noun or pronoun and another word. <b>Common prepositions</b> include: aboard, about, above, across, after, against, along, alongside, among, around, as, at, before, behind, below, beneath, beside, besides, between, beyond, but, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, round, since, through, throughout, till, to, towards, under, underneath, until, up, upon, with, within, without (Make a list of these for students to refer to).</p> <p><b>Prepositions</b> <b>Directions</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a 12” x 18” piece of paper.</li> <li>3. Demonstrate for students how to divide the white board into 4 columns (this can be done on paper).</li> <li>4. Label the columns: “Tells where something is”, “Tells where something is going”, “Tells when something happens”, and “Tells the relationship between a noun or pronoun and another word”.</li> <li>5. Ask student to look at the single prepositions and place each in one of the 4 categories.</li> <li>6. Example: aboard would be placed in the column “where something is”.</li> <li>7. Have pairs compare lists with another pair and correct any differences.</li> <li>8. If there is time, challenge students to use different prepositions in sentences of their own..</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

### Debrief

#### DIGA

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

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

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

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

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

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

## Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade The Right Stuff

good

well

sure

surely

real

really

good

well

sure

surely

real

really

good

well

well

sure

surely

real

really

sure



## Consult 4 Kids Lesson Plans

<p>You did a _____ job cleaning your room. (good, well)</p>	<p>He detective in the story used his skills _____ (good well)</p>	<p>Len _____ wanted to finish before everyone else. (sure, surely)</p>	<p>I _____ want to read that book now. (real, really)</p>
<p>Did it take you long to decide who the _____ criminal? (real, really)</p>	<p>The class hamster looked _____ and healthy. (well, good)</p>	<p>Jill read _____ when she shared the story. (well, good)</p>	<p>You will _____ get a good grade. (sure, surely)</p>
<p>He looks _____. (well, good)</p>	<p>That was a _____ sandwich. (well, good)</p>	<p>He said he bet on a _____ thing. (sure, surely)</p>	<p>He will _____ be able to win the game. (sure, surely)</p>
<p>He is feeling _____. (well, good)</p>	<p>This was a _____ professional tennis racket. (real, really)</p>	<p>I think the secretary is doing a _____ job. (good, well)</p>	<p>That is a _____ nice outfit. (real, really)</p>
<p>He will be able to _____ do that. (sure, surely)</p>	<p>Maria writes _____. (well, good)</p>	<p>This is a _____ movie. (well, good)</p>	<p>I am _____ tired. (real, really)</p>

## Consult 4 Kids Lesson Plans

<p>John is _____ the fastest runner. (sure, surely)</p>	<p>Junie colors _____. (well, good)</p>	<p>Frank saw the _____ signs of victory. (sure, surely)</p>	<p>He had a _____ Babe Ruth baseball. (real, really)</p>
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## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

<p>Today is a day of review. Have students select from one of the following:</p> <p><b>Four Types of Sentences</b>  <b>Prepositions</b>  <b>Contractions</b>  <b>Splitting the Run-On</b>  <b>Direct Quotes</b></p>	<p>determine if they have and understanding of these key elements.</p>
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Closing
<p><b>Review</b></p>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p><b>Debrief</b></p>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.

### Vocabulary

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

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

### Making Meaning

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Predicting

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

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



## Consult 4 Kids Lesson Plans

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

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

Consult 4 Kids Lesson Plans

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

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

### Consult 4 Kids Lesson Plans

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

### Consult 4 Kids Lesson Plans

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

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

Q-Tees Word Bank

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

Q-Tee Description Cards

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

## Consult 4 Kids Lesson Plans

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

<p><b>Materials:</b></p> <p>Activity at end of lesson plan</p> <p>White boards and pens and/or crayons</p>
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### Opening

**State the objective**

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

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

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

### Fluency Activity of the Day

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

### Vocabulary

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

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

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

### Similes

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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



## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

3<sup>rd</sup> Grade Similes

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

Consult 4 Kids Lesson Plans

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

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

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

The Y of It Word Cards

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

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mercy	ordinary	vary	apply
hurry	portray		

## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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



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

### Fluency Activity of the Day

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

### Vocabulary

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

#### Antonyms

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

Brainstorm common antonyms with the students.

#### Antonym Match

##### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Predicting

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

3<sup>rd</sup> Grade Antonyms

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

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

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

ceiling

relieve

yield

niece

shield

chief

field

deceive

believe

fierce

receive

receipt

neigh

veil

neighbor

veins

beige

foreign

leisure

freight

reign

eight

reindeer

sleigh

weight

height

conceit

inconceivable

conceive

receivable

I-E Description Cards

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

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



Consult 4 Kids Lesson Plans

to think about it

something that is unbelievable

## Consult 4 Kids Lesson Plans

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

### Materials:

Activities at end of lesson plan

White Boards and pen and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

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

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

## Consult 4 Kids Lesson Plans

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

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

3<sup>rd</sup> Grade Antonyms

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

## Consult 4 Kids Lesson Plans

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

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

ceiling

relieve

yield

niece

shield

chief

field

deceive

believe

fierce

receive

receipt

neigh

veil

neighbor

veins

beige

foreign

leisure

freight

reign

eight

reindeer

sleigh

weight

height

conceit

inconceivable

conceive

receivable



I-E Description Cards

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

## Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

to think about it

something that is unbelievable

## Consult 4 Kids Lesson Plans

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

### Materials:

Activity at end of lesson plan

White Boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

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

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

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

### Similes

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

##### LBNT

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

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

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

3<sup>rd</sup> Grade Similes

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



Consult 4 Kids Lesson Plans

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

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

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

The Y of It Word Cards

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

Consult 4 Kids Lesson Plans

mercy	ordinary	vary	apply
hurry	portray		

## Consult 4 Kids Lesson Plans

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

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

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

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

### Making Meaning

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

**Clarifying:**

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

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

## Consult 4 Kids Lesson Plans

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

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

## Consult 4 Kids Lesson Plans

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

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



Consult 4 Kids Lesson Plans

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

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

### Consult 4 Kids Lesson Plans

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

### Consult 4 Kids Lesson Plans

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

3<sup>rd</sup> Grade

Q-Tees Word Bank

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

Q-Tee Description Cards

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

## Consult 4 Kids Lesson Plans

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

### Materials:

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

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

#### Homophones

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

#### Homophone Challenge

##### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Questioning:

**Question and Connection:** Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

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

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

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



## Consult 4 Kids Lesson Plans

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

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

# Homophone Challenge

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

Homophone Challenge Cards

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

Consult 4 Kids Lesson Plans

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

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

Consult 4 Kids Lesson Plans

S or -es Cards

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

## Consult 4 Kids Lesson Plans

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

### Materials:

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

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

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

#### What's In An Order?

##### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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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

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



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

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

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

Anagram Clues

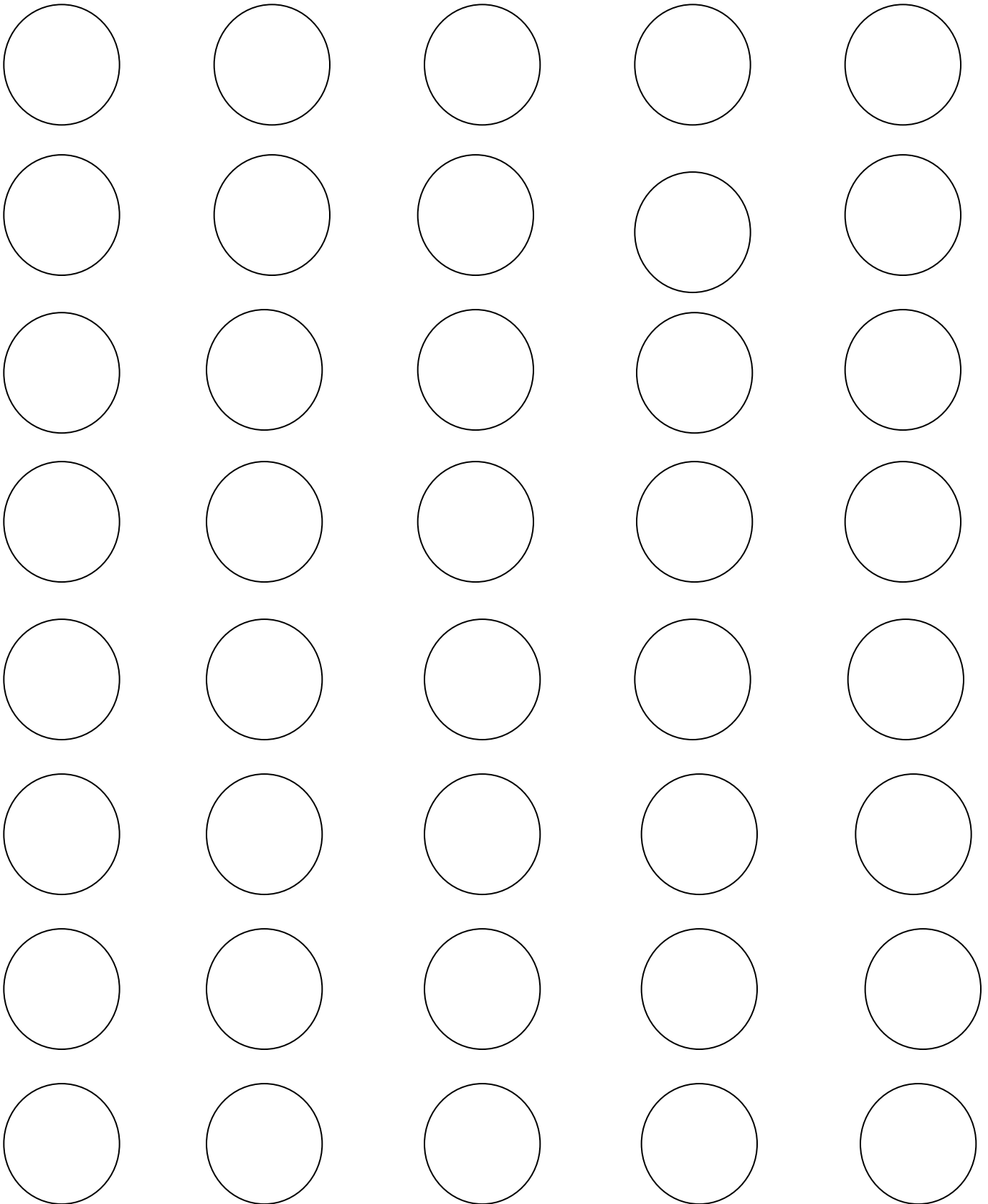
<ol style="list-style-type: none"> <li>1. A kind of worm or part of a ruler. (inch)</li> <li>2. This is part of your face. (chin)</li> </ol>	<ol style="list-style-type: none"> <li>1. A large body of saltwater. (ocean)</li> <li>2. A boat you move by paddling. (canoe)</li> </ol>
<ol style="list-style-type: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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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



### Consult 4 Kids Lesson Plans

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

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

## Consult 4 Kids Lesson Plans

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

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

## Consult 4 Kids Lesson Plans

students to the next level.

### Fluency Activity of the Day

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

### Vocabulary

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

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

### What's In An Order?

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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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

<p><b>Activity</b></p> <p><b>Summarizing:</b>          10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	
<p><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling:</b>          Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p><b>Silent e + Suffix</b>          If a word ends in silent “e”, drop the “e” before adding a suffix that begins with a vowel.          Suffixes that you will use in this activity are:          -able -age -ing</p> <p><b>Base +</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Base + Game Board and Base + cards.</li> <li>3. Shuffle the cards and place them to the right of the board.</li> <li>4. Player 1 draws a card and determines which suffix to add to the word to complete the sentence. Player spells the new word (remembering to drop the silent e) and places a token on the suffix used.</li> <li>5. Object of the game is to get 3 tokens in a row—vertically, horizontally, or diagonally.</li> <li>6. Player 2 continues to play in the same way.</li> <li>7. Player who gets four in a row first, wins.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

##### DIGA

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

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

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

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

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

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

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

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

Anagram Clues

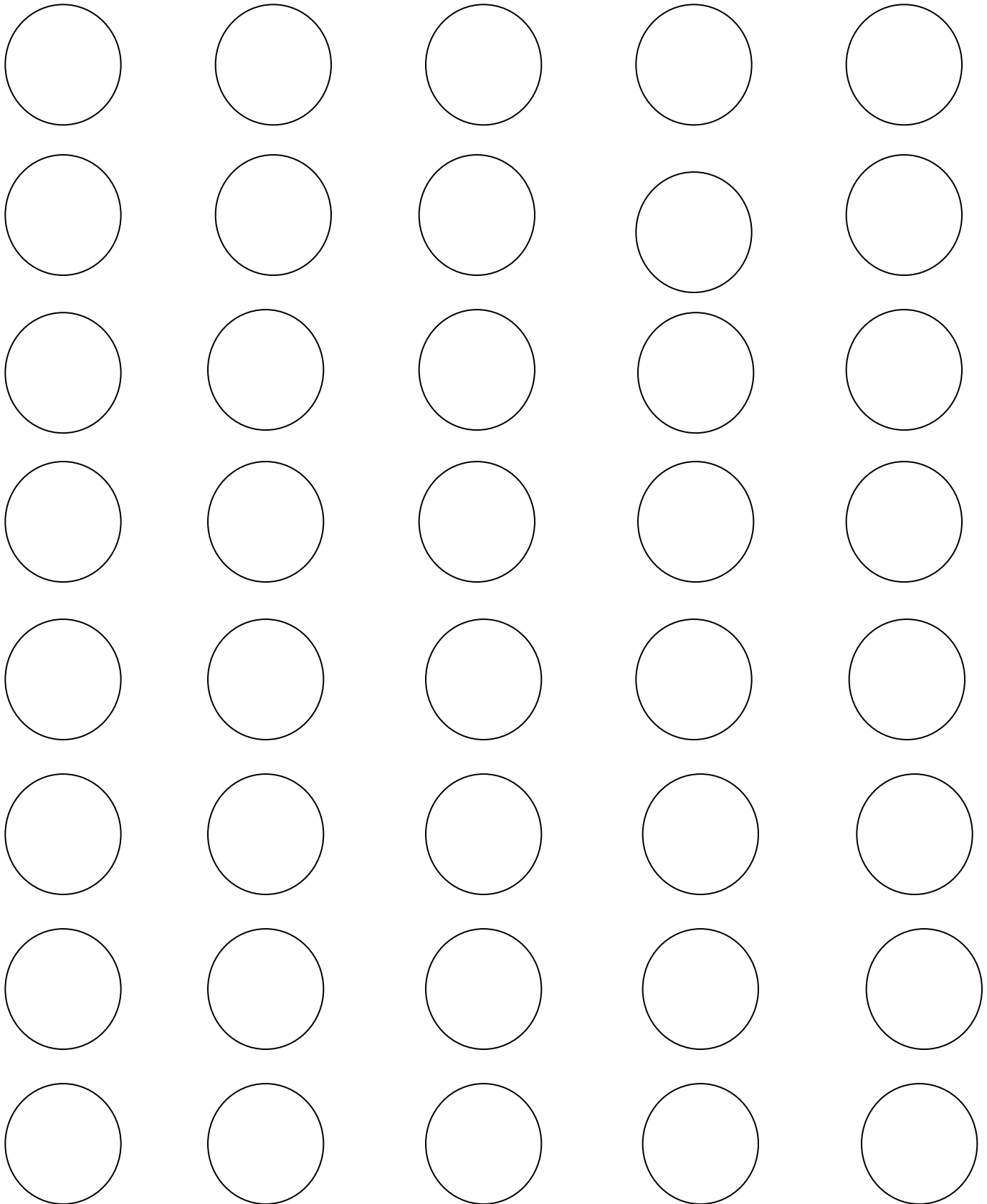
<ol style="list-style-type: none"> <li>1. A kind of worm or part of a ruler. (inch)</li> <li>2. This is part of your face. (chin)</li> </ol>	<ol style="list-style-type: none"> <li>1. A large body of saltwater. (ocean)</li> <li>2. A boat you move by paddling. (canoe)</li> </ol>
<ol style="list-style-type: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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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



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

### Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

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

### Materials:

Activities at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

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

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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



## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

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

### Vocabulary

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

### Homophones

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

### Homophone Challenge

#### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

## Consult 4 Kids Lesson Plans

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

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

## Consult 4 Kids Lesson Plans

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

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

# Homophone Challenge

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

## Homophone Challenge Cards

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

Consult 4 Kids Lesson Plans

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

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

Consult 4 Kids Lesson Plans

S or -es Cards

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

## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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



## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

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

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

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

### Content (the “Meat”)

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

### Conventions

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.

#### Spelling Patterns

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

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

Review several examples of each of the patterns with students. Focus on the followed by the qu pattern today.

#### Q-ties

##### Directions:

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

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.

### 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.

## Consult 4 Kids Lesson Plans

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

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

3<sup>rd</sup> Grade Homographs

**Homographs**

We get a weakly newspaper.

I am going to get my shoes on sail.

The be flew from flower to flower gathering nectar.

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

He was not scene at the mall.

John could not here his mother.

We saw the polar bare at the zoo.

Julie is ate years old.

The cake had 2 cups of flower in it.

He held a pear of scissors in his left hand.

The son is visible during daylight hours.

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

There is a would nearby the creek.

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

The wholes in the ground are dangerous.

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

Please put the book over their.

She had a 10 carrot diamond.

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

Meg started the letter, Deer Mom.

3<sup>rd</sup> Grade qu words

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

Bonus Words

racquet	equipment	request
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## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

What do you know about content words? Please give several examples of words that are used in science; history/social studies; mathematics. What strategies do you use to spell words correctly?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

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

#### Content Words

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

#### Content Words

##### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Predicting

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

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

## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Content Words

Science	Math	Social Studies

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade Content Word Card

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

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade ei or ie words

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

Bonus Words

weight	reign	believe
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## Consult 4 Kids Lesson Plans

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



## Consult 4 Kids Lesson Plans

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

**Materials:**

Activity at end of lesson plan

White Boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

What do you know about compound words? Is the word sunshine an example of a compound word? Is the word sunny?

How do you know the difference? What strategies do you use to spell words correctly?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

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

#### Compound Words

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

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

#### Compound Words

##### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Predicting

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

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

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

## Consult 4 Kids Lesson Plans

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

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

3<sup>rd</sup> Grade Compound Words

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

Consult 4 Kids Lesson Plans

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

3<sup>rd</sup> Grade y + suffix words

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

Bonus Words

families	denies	shied
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## Consult 4 Kids Lesson Plans

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

<p><b>Materials:</b></p> <p>Activity at end of lesson plan</p> <p>White boards and pens and/or crayons</p>
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### Opening

**State the objective**

The purpose of these lessons are to:

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

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

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

### Content (the "Meat")

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

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

### Fluency Activity of the Day

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

### Vocabulary

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

#### Compound Words

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

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

#### Compound Words

##### Directions:

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

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

### Activity

#### Clarifying:

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

3<sup>rd</sup> Grade Compound Words

class	top	corn	sea	water	book
side	<div data-bbox="462 674 1133 915" style="background-color: #d8bfd8; border: 1px solid black; padding: 20px; text-align: center;"> <h2>Compound Words</h2> </div>				home
base					finger
pour					mark
fall					time
fish					foot

Consult 4 Kids Lesson Plans

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

3<sup>rd</sup> Grade y + suffix words

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

Bonus Words

families	denies	shied
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## Consult 4 Kids Lesson Plans

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

**Materials:**

Activities at end of lesson plan

White Boards and pen and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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

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

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

What do you know about content words? There are four core academic areas: mathematics, science, history/social studies, and English Language Arts. Please name words that are in each category. What strategies do you use to spell words correctly?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

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

#### Content Words

Content refers to words that are particularly used in science, math, and social studies. These three subjects, along with reading, form the four core subjects. Knowing what these content words mean and how to use them is important. Brainstorm with students words that are used primarily in math, science, or social studies.

#### Content Words

##### Directions:

1. Divide students into pairs.
2. Give each pair a Word Card, a Game Board, and white boards.
3. Working together, students read the words and decide whether or not these words are math, science, or social studies words and write them on the game board.
4. Once the words have been categorized, students work together to write sentences with 9 of the words, three from each category.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Clarifying:

**Silly Questions:** Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.



## Consult 4 Kids Lesson Plans

<p>sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Spelling Patterns</b> We will spend the next 11 days looking at spelling patterns to help 3<sup>rd</sup> graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> <li>• q followed by u</li> <li>• silent e followed by a suffix</li> <li>• y + a suffix</li> <li>• plural -s or -es</li> <li>• ei or ie</li> </ul> <p>Review several examples of each of the patterns with students. Focus on the followed by the ei or ie pattern today.</p> <p><b>Plural ei or ie</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days).</li> <li>3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the ei or ie pattern. (At the end of 11 days, the pair will be on a team for a spelling bee).</li> <li>4. Pair should read the word, one at a time, and then spell it out with the letter cards.</li> <li>5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board.</li> <li>6. Practice time is over when the pair feels confident with the words.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Content Words

Science	Math	Social Studies

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade Content Word Card

shape	fraction	sum	twelve
difference	product	column	cost
decimal	dozen	meter	yard
geometry	data	atmosphere	hurricane
investigate	hypothesis	experiment	thermometer
magnet	environment	observe	planet
pollution	matter	habitat	organism
mountain	desert	historical	geography
legend	coast	explorer	diplomacy
citizenship	migration	artifact	government
dependence	laws	poles	numeral

3<sup>rd</sup> Grade ei or ie words

Word Bank of Words with ei or ie		
ceiling	relieve	yield
niece	receive	receipt
shield	field	chief
neighbor	beige	veins

Bonus Words

weight	reign	believe
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	QTees and Charades
<b>Focus:</b>	Vocabulary (Homographs), Clarifying, and Spelling Patterns

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about homographs? List several words that are examples of homographs. Use them in a sentence.

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you do to make spelling easier? What are some "rules" about spelling that you use? What are some of the spelling patterns that you know about?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Homographs

Homographs are words that sound the same but are spelled differently and have different meanings. An example of a homograph pair would be two and too. In the sentence, "I have a brother who is too years old", the word too is incorrect. The age of my brother needs to be the number word "two". The correct way to write that sentence is, "I have a brother who is two years old." Write several sentences on the board using the incorrect homograph and discuss each.

#### Homographs:

##### Directions:

1. Divide students into pairs.
2. Give each pair a Homograph Sentence Card and white boards.
3. Working together, pair reads each sentence and looks at the underlined word.
4. This word is one of a pair of homographs that is incorrectly used.
5. Pair rewrites the sentence correctly, using the correct homograph spelling.
6. When pair is finished, work with another pair and share the corrections that they have made.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

### Activity

**Clarifying:**

## Consult 4 Kids Lesson Plans

<p><b>Charades:</b> choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Spelling Patterns</b></p> <p>We will spend the next 11 days looking at spelling patterns to help 3<sup>rd</sup> graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> <li>• q followed by u</li> <li>• silent e followed by a suffix</li> <li>• y + a suffix</li> <li>• plural -s or -es</li> <li>• ei or ie</li> </ul> <p>Review several examples of each of the patterns with students. Focus on the followed by the qu pattern today.</p> <p><b>Q-ties</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days).</li> <li>3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the qu pattern. (At the end of 11 days, the pair will be on a team for a spelling bee).</li> <li>4. Pair should read the word, one at a time, and then spell it out with the letter cards.</li> <li>5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board.</li> <li>6. Practice time is over when the pair feels confident with the words.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

##### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

3<sup>rd</sup> Grade Homographs

**Homographs**

We get a weakly newspaper.

I am going to get my shoes on sail.

The be flew from flower to flower gathering nectar.

He got on the scale so he could find out his wait.

He was not scene at the mall.

John could not here his mother.

We saw the polar bare at the zoo.

Julie is ate years old.

The cake had 2 cups of flower in it.

He held a pear of scissors in his left hand.

The son is visible during daylight hours.

The monkey used his tale when he was swinging in the jungle.

There is a would nearby the creek.

When I see my friend I call out, "High".

The wholes in the ground are dangerous.

He had only one sent to his name. He was broke!

Please put the book over their.

She had a 10 carrot diamond.

Have you read the story about the Tortoise and the Hair?

Meg started the letter, Deer Mom.

3<sup>rd</sup> Grade qu words

Word Bank of Words with qu		
earthquake	quit	quiet
equal	question	quiz
quick	quarter	quack
quill	liquid	quip

Bonus Words

racquet	equipment	request
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## Consult 4 Kids Lesson Plans

<b>Component</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Questioning and Syllables
<b>Focus:</b>	Vocabulary (Syllables), Questioning and Spelling Patterns or es

### Materials:

Activity at the end of the lesson plan  
White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you know about dividing words into syllable? Please give several examples of words with more than two syllables. What strategies do you use to spell words correctly?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Syllables

A syllable is a segment of a word. Words have at least one syllable. Words with one syllable are dog, cat, horse, and fun. Words can also have 2 syllables. Two syllable words include: jumping, lady, money, and little. Words can also have 3 or more syllables. Multi-syllable words include: testify, thermometer, elephant, and rhinoceros. Review several words with students.

#### Syllables

##### Directions:

1. Divide students into pairs.
2. Give each pair a Syllable Word Card and Game Board.
3. Working together, students read each word and determines how many syllables there are in each word and then placing the word card on the game board in the correct column.
4. Game is over when all words have been placed in the correct column.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Questioning:

**Question and Connection:** Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p>questions, going back and forth.</p> <p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling Patterns</b></p> <p>We will spend the next 11 days looking at spelling patterns to help 3<sup>rd</sup> graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> <li>• q followed by u</li> <li>• silent e followed by a suffix</li> <li>• y + a suffix</li> <li>• plural –s or –es</li> <li>• ei or ie</li> </ul> <p>Review several examples of each of the patterns with students. Focus on the followed by the plural –s or -es pattern today.</p> <p><b>Plural –s or -es</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days).</li> <li>3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the plural –s or -es pattern. (At the end of 11 days, the pair will be on a team for a spelling bee).</li> <li>4. Pair should read the word, one at a time, and then spell it out with the letter cards.</li> <li>5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board.</li> </ol> <p>Practice time is over when the pair feels confident with the words.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

## Consult 4 Kids Lesson Plans

### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Syllables

1 syllable	2 syllables	3 syllables	4 syllables



## Consult 4 Kids Lesson Plans

### Syllable Cards

pillow	foggy	kitten	curtain
hammer	carpet	monkey	doctor
number	pillow	pencil	joy
come	friend	last	more
glass	laugh	slice	fresh
bus	rash	dividend	victory
beginning	nobody	relative	adventure
energy	library	motivate	animal
enjoying	caterpillar	ordinary	community
participate	responsible	multiplication	circulation
anybody	scientific	particular	horizontal

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade plural -s or -es

Word Bank of Words with plural -s or -es		
dot = dots	sandwich = sandwiches	truck = trucks
church = churches	sack = sacks	mess = messes
tax = taxes	girl = girls	eyelash = eyelashes
board = boards	farm = farms	crash = crashes

Bonus Words

dresses	boxes	shadows
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Silent E and I Wonder
<b>Focus:</b>	Vocabulary (Synonyms and Antonyms), Questioning, and Spelling Patterns

### Materials:

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about synonyms? Give several examples of synonyms. What do you know about antonyms? Give several examples of antonyms. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What do you know about spelling patterns? What do you know about the spelling pattern that occurs when a word ends in a silent e? What happens when you add a suffix to this type of word?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Paired Readings:** Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Synonyms and Antonyms

Synonyms are words that mean the same or nearly the same thing. Antonyms are words that mean the opposite. Have students practice several examples of both synonyms and antonyms.

### Antonym or Synonym?

#### Directions:

1. Divide students into pairs.
2. Give each pair a set of Antonym or Synonym Cards and a Game Board.
3. Shuffle the cards and place the cards and the game board between the players.
4. Player 1 draws a card and decides if the pair of cards represents Antonyms or Synonyms and places the card in the proper column.
5. Player 2 continues in the same way.
6. Game is over when all cards have been drawn.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Questioning:

**I Wonder:** Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare?

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>I wonder how I would feel if the hare was making fun of me? I wonder....</p> <p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling Patterns</b></p> <p>We will spend the next 11 days looking at spelling patterns to help 3<sup>rd</sup> graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> <li>• q followed by u</li> <li>• silent e followed by a suffix</li> <li>• y + a suffix</li> <li>• plural –s or –es</li> <li>• ei or ie</li> </ul> <p>Review several examples of each of the patterns with students. Focus on the followed by the silent e + suffix pattern today.</p> <p><b>Silent e + suffix</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days).</li> <li>3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the silent e + suffix pattern. (At the end of 11 days, the pair will be on a team for a spelling bee).</li> <li>4. Pair should read the word, one at a time, and then spell it out with the letter cards.</li> <li>5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board.</li> <li>6. Practice time is over when the pair feels confident with the words.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

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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!)

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Synonyms and Antonyms

outrage—anger	huge—tiny	brazen—shameless
beautiful—gorgeous	restrain—release	teach—learn
safe—dangerous	return—borrow	sure—uncertain
tall—short	kind—mean	criticize—admire
separate—combine	frugal—flamboyant	private—public
large—gargantuan	scold—reprimand	average—mediocre
car—auto	argument—quarrel	ugly—homely
free—liberated	hue—color	coarse—rough
student—pupil	rare—common	friends—enemies

Game Board

Antonyms	Synonyms



Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade silent e + suffix words

Word Bank of Words with <b>silent e</b> + <b>suffix</b>		
save = saving	hide = hiding	live = living
like = likable	reuse = reusable	value = valuable
rage = raging	tame = taming	lace = lacing
drive = drivable	mope = moping	pave = paving

Bonus Words

mining	coming	usable
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Syllables and Plural Patterns
<b>Focus:</b>	Vocabulary (Syllables), Summarizing, and Spelling Patterns s or es

### Materials:

Activities at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you know about dividing words into syllables? Please give several examples of one and two syllable words.

What strategies do you use to spell words correctly? When do you add /s/ and when do you add /es/?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:

“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Syllables

A syllable is a segment of a word. Words have at least one syllable. Words with one syllable are dog, cat, horse, and fun. Words can also have 2 syllables. Two syllable words include: jumping, lady, money, and little. Words can also have 3 or more syllables. Multi-syllable words include: testify, thermometer, elephant, and rhinoceros. Review several words with students.

### Syllables

#### Directions:

1. Divide students into pairs.
2. Give each pair a Syllable Word Card and Game Board.
3. Working together, students read each word and determines how many syllable there are in each word and then placing the word card on the game board in the correct column.
4. Game is over when all words have been placed in the correct column.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you’ve read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### 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.

## Consult 4 Kids Lesson Plans

<p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Spelling Patterns</b>          We will spend the next 11 days looking at spelling patterns to help 3<sup>rd</sup> graders become more proficient spellers. We will look at the following patterns:</p> <ul style="list-style-type: none"> <li>• q followed by u</li> <li>• silent e followed by a suffix</li> <li>• y + a suffix</li> <li>• plural –s or –es</li> <li>• ei or ie</li> </ul> <p>Review several examples of each of the patterns with students. Focus on the followed by the plural –s or -es pattern today.</p> <p><b>Plural –s or -es</b>  <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days).</li> <li>3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the plural –s or -es pattern. (At the end of 11 days, the pair will be on a team for a spelling bee).</li> <li>4. Pair should read the word, one at a time, and then spell it out with the letter cards.</li> <li>5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board.</li> <li>6. Practice time is over when the pair feels confident with the words.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Syllables

1 syllable	2 syllables	3 syllables	4 syllables

## Consult 4 Kids Lesson Plans

### Syllable Cards

pillow	foggy	kitten	curtain
hammer	carpet	monkey	doctor
number	pillow	pencil	joy
come	friend	last	more
glass	laugh	slice	fresh
bus	rash	dividend	victory
beginning	nobody	relative	adventure
energy	library	motivate	animal
enjoying	caterpillar	ordinary	community
participate	responsible	multiplication	circulation
anybody	scientific	particular	horizontal

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade plural -s or -es

Word Bank of Words with plural -s or -es		
dot = dots	sandwich = sandwiches	truck = trucks
church = churches	sack = sacks	mess = messes
tax = taxes	girl = girls	eyelash = eyelashes
board = boards	farm = farms	crash = crashes

Bonus Words

dresses	boxes	shadows
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Base Plus
<b>Focus:</b>	Vocabulary (Synonyms and Antonyms), Summarizing, and Spelling Pattern

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

List several word pairs that are synonyms and antonyms. Then list multiple synonyms and antonyms for each of the words in the pair. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What strategies do you use to help you spell words correctly?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Spelling Patterns

We will spend the next 11 days looking at spelling patterns to help 3<sup>rd</sup> graders become more proficient spellers. We will look at the following patterns:

- q followed by u
- silent e followed by a suffix
- y + a suffix
- plural -s or -es
- ei or ie

Review several examples of each of the patterns with students. Focus on the followed by the silent e + suffix pattern today.

### Silent e + suffix

#### Directions:

1. Divide students into pairs.
2. Give each pair a Word Bank Card and set of letter cards (these cards will be used all 11 days).
3. Pairs should work with each other, the Word Bank Card and the letter cards to practice spelling the words with the silent e + suffix pattern. (At the end of 11 days, the pair will be on a team for a spelling bee).
4. Pair should read the word, one at a time, and then spell it out with the letter cards.
5. When the word has been spelled correctly, the pair should create a sentence with the word and write it on the white board.
6. Practice time is over when the pair feels confident with the words.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-

## Consult 4 Kids Lesson Plans

<p>detail). For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b> 10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling:</b> Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p><b>Silent e + Suffix</b> If a word ends in silent “e”, drop the “e” before adding a suffix that begins with a vowel. Suffixes that you will use in this activity are: -able -age -ing</p> <p><b>Base +</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Base + Game Board and Base + cards.</li> <li>3. Shuffle the cards and place them to the right of the board.</li> <li>4. Player 1 draws a card and determines which suffix to add to the word to complete the sentence. Player spells the new word (remembering to drop the silent e) and places a token on the suffix used.</li> <li>5. Object of the game is to get 3 tokens in a row—vertically, horizontally, or diagonally.</li> <li>6. Player 2 continues to play in the same way.</li> <li>7. Player who gets four in a row first, wins.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Synonyms and Antonyms

outrage—anger	huge—tiny	brazen—shameless
beautiful—gorgeous	restrain—release	teach—learn
safe—dangerous	return—borrow	sure—uncertain
tall—short	kind—mean	criticize—admire
separate—combine	frugal—flamboyant	private—public
large—gargantuan	scold—reprimand	average—mediocre
car—auto	argument—quarrel	ugly—homely
free—liberated	hue—color	coarse—rough
student—pupil	rare—common	friends—enemies

Game Board

Antonyms	Synonyms

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade silent e + suffix words

Word Bank of Words with <b>silent e</b> + <b>suffix</b>		
save = saving	hide = hiding	live = living
like = likable	reuse = reusable	value = valuable
rage = raging	tame = taming	lace = lacing
drive = drivable	mope = moping	pave = paving

Bonus Words

mining	coming	usable
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Student Activity Choice
<b>Focus:</b>	Review Vocabulary and Conventions

**Materials:**

Activities from Lesson Plans #1 - #10  
White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- 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](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a 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><b>Homographs</b>  <b>Antonyms and Synonyms</b>  <b>Compound Word</b>  <b>Syllables</b>  <b>Content Words</b></p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, “Did you know...?”and then adds a piece of information that he/she has learned from the reading. The second student responds either “yes” or “no”, and then asks, “Did you know...?” this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and</p>

## Consult 4 Kids Lesson Plans

<p><b>Spelling Bee</b>          Today you will have a spelling bee with the children.</p> <ol style="list-style-type: none"> <li>1. Divide them into two teams.</li> <li>2. Give each of the teams a white board.</li> <li>3. Roll the dice to see which team will go first.</li> <li>4. Give the team a word, allow the team to huddle up and determine how to spell the word. (Give them about 45 seconds).</li> <li>5. Then one team members (different each time) spells out the word from the white board.</li> <li>6. Go back and forth between the two teams.</li> <li>7. Team get 1 point for each word spelled correctly.</li> <li>8. Game is over when all of the words have been spelled.</li> </ol>	<p>understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b>          Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Titles
<b>Focus:</b>	Vocabulary(Word Meaning), Predicting, and Capitalization

**Materials:**

Activities at end of lesson plan  
White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

In English many times a word will have more than one meaning. Give several examples of words that have more than one meaning and talk about each of those meanings? Why is it important to understand that English words can have more than one meaning? There are rules around capitalization. What are some of those rules? Give examples of words that you capitalize beyond the first word of the sentence.

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you do to make spelling easier? What are some "rules" about spelling that you use? What are some of the spelling patterns that you know about?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Word Meaning

To understand if students really understand the meaning of words, it is important for them to demonstrate that understanding. Verbs are words that require action. In this activity, students will be asked to demonstrate the understanding each has of a variety of words.

Warm students up by having them demonstrate the following as a large group:

- laugh
- cry
- giggle
- jump
- wiggle
- look surprised
- look strong

### Charades

#### Directions:

1. Divide students into groups of 3 or 4.
2. Give each group a set of Charade cards.
3. One at a time each student draws a card and demonstrates the action identified on the card. The other students in the group guess what they are seeing.
4. Game continues until all of the cards have been acted out and guessed.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Find the Evidence:</b> On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Capitalization</b></p> <p>There are rules around what words need to be capitalized. We all know that we capitalize the first word of a sentence, the word I, and our names. Ask the children to share other words that are capitalized. Make a list on the board.</p> <p>One of the rules around capitalization has to do with the capitalization of the names or titles of movies, books, songs, poems, and plays. The first word of a title is always capitalized. Words like a, to, and, of, and the (if they are not the first word) are not capitalized within a title, but all other words are. So if the TV show title is The Big Bang Theory, all of the words would be capitalized because "the" is the first word. However, in the title, Mary Had a Little Lamb, the word "a" is not capitalized because it is within the title.</p> <p>Ask children to share other titles with you. Write them on the board or chart paper and discuss what words are capitalized.</p> <p><b>Titles:</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board and a deck of Title Cards.</li> <li>3. Shuffle the cards and place them between the students</li> <li>4. Player 1 draws a card and writes the title (written in all lower case letters) on the white board, capitalizing the correct words.</li> <li>5. Game is over when all cards have been drawn and titles capitalized.</li> <li>6. If there is time, ask students to write 3 titles of their own.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Word Meaning Charade Cards

nod your head	flick your wrist	jump three times
hop on your left foot	grin like a pumpkin	blink your eyes rapidly
pinch yourself (easy does it)	limp because your foot hurts	shuffle your feet
look like you are angry	look like you are surprised	look like you are excited
lean to your left	bend your knees	wiggle your entire body
stare at the others	pretend you are howling	collapse because you are tired
curl your fingers into a fist	take a drink of water	open a soda can
make a funny face	point to the ground	clap your hands
nod your head	place your hands on your hips	bow from the waist

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Capitalizing Titles

rudolf the red-nosed reindeer	the three little pigs	cinderella
snow white and the seven dwarfs	the wizards of waverly place	the itsy bitsy spider
jingle bells	harry potter and the sorcerer's stone	law and order
my country 'tis of thee	star spangled banner	twinkle, twinkle little star
row, row, row your boat	tangled	toy story 2
the incredibles	sesame street	don't laugh at me
hunger games	judy bloom	beezus and Ramona
the diary of a wimpy kid	sleeping beauty	the hardy boys
the three musketeers	how much is the doggie in the window?	little boy blue



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Word Play
<b>Focus:</b>	Vocabulary (Word Play), Predicting, Abbreviations

**Materials:**

Activity at end of the lesson plan  
White Boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?  
 What is the importance of asking questions to strengthen your understanding of what you have read?  
 Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?  
 What words can you make out of the letters: c, r, e, a, d, f, h, s, and r? This is a form of word play. Why is it important that you can manipulate letters to make a variety of words? What is an abbreviation? What is the abbreviation for Friday?  
 What is the abbreviation for the month November?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Musical Shares:** Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Word Play

There are only 26 letters in the alphabet. It is the order that those letters are combined in that creates over 500,000 English words. For example, the letters e, a, and t can combine to form eat, ate, or tea. Knowing how these letters can be combined in a variety of ways strengthens a person's vocabulary.

### Word Play

#### Directions:

1. Divide students into pairs.
2. Give each pair a set of alphabet cards.
3. Shuffle the cards and place 25 of the cards in a 5 x 5 grid, face down.
4. Once the letters have been laid out, turn the letters face up.
5. Without moving the letters around, each player makes as many words as possible.
6. In order to combine letters they must be touching one another vertically, horizontally or diagonally:

#### Example:

b	r	e	s	y
a	t	v	t	o
l	m	n	a	h
s	j	a	r	l
o	e	s	m	p

In the grid above a player could make **bar, bat, bam, ram, ram, van, tan, hat, hot, toy,** and so on. However, looking at the bottom row (e, s, m) and the letter a above the s, can not make the word same, because while the s touches all of the letters, you can not touch the letters in the order that the word is spelled.

Once students have written as many words as they can, they share their list and repeat the activity, rearranging the letters in the same manner as before.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

## Consult 4 Kids Lesson Plans

<p>words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	<p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Abbreviations</b></p> <p>An abbreviation is a shortened way to write a longer word. An abbreviation is usually agreed upon. When you see an abbreviation you know to say the whole word. You identify that an abbreviation is complete when you put a period (.) after the abbreviation. If the abbreviation is at the end of a sentence you would not put a second period, the period for the abbreviation is enough.</p> <p>Review several abbreviations with the students (days of the week, months of the year, names of states, titles and others.)</p> <p><b>Abbreviations</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Abbreviations cards.</li> <li>3. Shuffle the cards and place them in a 5 by 5 grid between the pair face down.</li> <li>4. Player 1 turns over two cards, looking for a word-abbreviation match. If the cards match, Player takes the cards. If the cards do not match, the card are returned to the grid face down. (Play the game like Concentration/Memory).</li> <li>5. Player 2 continues the play.</li> <li>6. Game is over when all cards have been taken by the players.</li> </ol> <p>If cards are picked up other card (as long as there are cards in the deck) replace cards that are taken.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

3<sup>rd</sup> Grade Word Play Cards

a	c	d	e
e	f	h	i
k	l	m	n
o	o	p	r
s	s	t	u
w	y	g	b

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Abbreviations

Mister	Mr.	Avenue	Ave.	Senior
Sr.	yard	yd.	Mistress	Mrs.
Doctor	Dr.	Junior	Jr.	mile
mi.	Street	St.	Captain	Capt.
feet	ft.	Saint	St.	Lane

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Ln.	Sergeant	Srg.	inch	in.
mountain	mt.	Boulevard	Blvd.	December
Dec.	Tuesday	Tues.	Monday	Mon.
October	Oct.	Detective	Det.	Highway
Hwy.	Court	Ct.	Road	Rd.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Short Form
<b>Focus:</b>	Vocabulary (Short Form), Predicting and Colons

**Materials:**

Activity at end of lesson plan

White Boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you think of when I say, "short form"? Can you give an example of the short form of gasoline? Can you give an example of the short form of submarine? Why do you think short forms catch on with people? What is a colon? What does a colon look like? When would you use it in your writing?

### Content (the "Meat")

#### Fluency

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#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Short Form</b></p> <p>Short form is a way that we shorten words that are lengthy and in reality, the shortened form becomes more widely used than the word it is derived from. An example of the short form would be “gas” which is short of the word “gasoline”.</p> <p><b>Short Form</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Short Form cards.</li> <li>3. Shuffle the deck and place the cards into a 4 x 4 grid, face down.</li> <li>4. Player 1 draws two cards and if they are a match, he/she keeps the card. If they are not a match, the cards are returned to the grid face down.</li> <li>5. Player 2 continues the play.</li> <li>6. Game is over when all cards have been paired.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title,</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>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;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Colons</b> A colon is a punctuation mark that is made with two dots stacked on top of each other. A colon looks like this (:). A colon is used to separate and independent clause (a sentence) from an explanation or a list. For example, <b>My face has many parts: eyes, nose, chin, mouth, and ears.</b> A colon can also be used to separate a word from its definition (<b>joy: happy</b>), and after the greeting in a formal letter (<b>Dear Mr. Smith:</b>) Practice several sentences on the board in which you use a colon.</p> <p><b>Colons</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair white boards and a Colon Use Card.</li> <li>3. Working together the pair reads each sentence and rewrites it on the white board putting the colon in the correct place.</li> <li>4. Activity is complete when all sentences have been punctuated correctly.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Short Forms

bicycle	bike	champion	champ
doctor	doc	gasoline	gas
luncheon	lunch	mathematics	math
moving picture	movie	pantaloon	pants

### Consult 4 Kids Lesson Plans

submarine	sub	teenage	teen
tuxedo	tux	zoological garden	zoo

3<sup>rd</sup> Grade Colons

## Colon Use Card

Dear Mr. Jones

I have visited the following cities Los Angeles, San Diego, Hawthorne, and Bakersfield.  
When we went to the fair I bought cotton candy, hot dogs, baked potatoes, and fried Oreos.  
The fish will need fish food, water, sea weed and piped in air.

Toyota makes the following models Prius, Camry, Tacoma, and Corolla.

Dear President Obama

I have read the following stories The Three Bears, The Three Little Pigs and Snow White.  
Her blouse is "busy" stripes, polka dots, flowers, and stars.  
When people are happy they show it by singing, dancing, shouting, and cheering.  
My bicycle has many parts tires, seats, handle bars, and mirrors.  
My dad is good at fixing things doors, lawn mowers, windows, and dishwashers.

To Whom It May Concern

Dear Principal Jones

My favorite colors are red, green, yellow, and blue.

Dear Madam

The shirts can be found in the following sizes small, medium, large, and extra large.  
The letter from the teacher said to pick up scissors, a glue stick, erasers, and pencils.  
My favorite sea animals include jellyfish, otters, seals, and dolphins.  
At the party our desserts were pie, cookies, cupcakes, and cobbler.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	BINGO and Abbreviations
<b>Focus:</b>	Vocabulary (Sight Word Bingo), Clarifying, and Abbreviations

### Materials:

Activities at end of lesson plan

White Boards and pen and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- 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 is a sight word? Did you know that 65% of the words that you read each day are sight words? Why do you think it is important that you know, to automaticity, these sight words? When do you use abbreviations? Make a list of some commonly used sight words?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Vocabulary Practice

Practicing words that are "basic" and among the most used in the English language helps to build fluency. Today we are going to do that by playing BINGO.

#### BINGO

##### Directions:

1. Divide students into groups of 4, 3 players and 1 "caller".
2. Give each group a set of BINGO cards and "Call Cards".
3. 3 students select a BINGO card.
4. Caller randomly selects words and players mark the words on the BINGO card.
5. When one student calls BINGO, he/she (if correct) become the caller.
6. Game continues until time is called.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings)

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

#### Activity

##### Clarifying:

**Silly Questions:** Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>a bat fly through a waterfall? Is there a cave under the bridge?</p> <p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Abbreviations</b></p> <p>An abbreviation is a shortened way to write a longer word. An abbreviation is usually agreed upon. When you see an abbreviation you know to say the whole word. You identify that an abbreviation is complete when you put a period (.) after the abbreviation. If the abbreviation is at the end of a sentence you would not put a second period, the period for the abbreviation is enough.</p> <p>Review several abbreviations with the students (days of the week, months of the year, names of states, titles and others.)</p> <p><b>Abbreviations</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Abbreviations cards.</li> <li>3. Shuffle the cards and place them in a 5 by 5 grid between the pair face down.</li> <li>4. Player 1 turns over two cards, looking for a word-abbreviation match. If the cards match, Player takes the cards. If the cards do not match, the card are returned to the grid face down. (Play the game like Concentration/Memory).</li> <li>5. Player 2 continues the play.</li> <li>6. Game is over when all cards have been taken by the players.</li> <li>7. If cards are picked up other card (as long as there are cards in the deck) replace cards that are taken.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> </ol>
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## Consult 4 Kids Lesson Plans

2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

3<sup>rd</sup> Grade BINGO Cards

B I N G O			B I N G O		
now	help	who	away	about	more
about	has	our	then	were	brown
so	more	than	when	how	four
B I N G O			B I N G O		
funny	now	away	by	our	then
those	were	these	away	three	an
make	when	little	funny	brown	where

B I N G O			B I N G O		
brown	jump	when	three	now	or
were	about	little	were	those	has
run	four	more	an	little	here
B I N G O			B I N G O		
these	brown	too	an	jump	make
three	four	who	here	run	more
us	help	then	has	these	three

3<sup>rd</sup> Grade BINGO Word Cards

now	help	who	about	has
our	so	more	than	funny
away	those	were	these	make
when	little	then	brown	how
by	three	an	where	jump
run	too	us	or	here

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade Abbreviations

Mister	Mr.	Avenue	Ave.	Senior
Sr.	yard	yd.	Mistress	Mrs.
Doctor	Dr.	Junior	Jr.	mile
mi.	Street	St.	Captain	Capt.
feet	ft.	Saint	St.	Lane
Ln.	Sergeant	Srg.	inch	in.

### Consult 4 Kids Lesson Plans

mountain	mt.	Boulevard	Blvd.	December
Dec.	Tuesday	Tues.	Monday	Mon.
October	Oct.	Detective	Det.	Highway
Hwy.	Court	Ct.	Road	Rd.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Charades and Titles
<b>Focus:</b>	Vocabulary (Word Meanings), Clarifying, and Capitalization

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

How can you tell what a word means if you do not know already and you don't have a dictionary? Is there more than one strategy? When you have a title, what words do you capitalize? What about that makes sense to you?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you do to make spelling easier? What are some "rules" about spelling that you use? What are some of the spelling patterns that you know about?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### **\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Word Meaning

To understand if students really understand the meaning of words, it is important for them to demonstrate that understanding. Verbs are words that require action. In this activity, students will be asked to demonstrate the understanding each has of a variety of words.

Warm students up by having them demonstrate the following as a large group:

- laugh
- cry
- giggle
- jump
- wiggle
- look surprised
- look strong

### Charades

#### Directions:

1. Divide students into groups of 3 or 4.
2. Give each group a set of Charade cards.
3. One at a time each student draws a card and demonstrates the action identified on the card. The other students in the group guess what they are seeing.
4. Game continues until all of the cards have been acted out and guessed.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of



## Consult 4 Kids Lesson Plans

<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;"><b>Activity</b></p> <p><b>Clarifying:</b>  <b>Charades:</b> 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;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Capitalization</b>          There are rules around what words need to be capitalized. We all know that we capitalize the first word of a sentence, the word I, and our names. Ask the children to share other words that are capitalized. Make a list on the board.          One of the rules around capitalization has to do with the capitalization of the names or titles of movies, books, songs, poems, and plays. The first word of a title is always capitalized. Words like a, to, and, of, and the (if they are not the first word) are not capitalized within a title, but all other words are. So if the TV show title is The Big Bang Theory, all of the words would be capitalized because "the" is the first word. However, in the title, Mary Had a Little Lamb, the word "a" is not capitalized because it is within the title.          Ask children to share other titles with you. Write them on the board or chart paper and discuss what words are capitalized.</p> <p><b>Titles:</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board and a deck of Title Cards.</li> <li>3. Shuffle the cards and place them between the students.</li> <li>4. Player 1 draws a card and writes the title (written in all lower case letters) on the white board, capitalizing the correct words.</li> <li>5. Game is over when all cards have been drawn and titles capitalized.</li> <li>6. If there is time, ask students to write 3 titles of their own.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

##### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Word Meaning Charade Cards

nod your head	flick your wrist	jump three times
hop on your left foot	grin like a pumpkin	blink your eyes rapidly
pinch yourself (easy does it)	limp because your foot hurts	shuffle your feet
look like you are angry	look like you are surprised	look like you are excited
lean to your left	bend your knees	wiggle your entire body
stare at the others	pretend you are howling	collapse because you are tired
curl your fingers into a fist	take a drink of water	open a soda can
make a funny face	point to the ground	clap your hands
nod your head	place your hands on your hips	bow from the waist

3<sup>rd</sup> Grade Capitalizing Titles

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rudolf the red-nosed reindeer	the three little pigs	cinderella
snow white and the seven dwarfs	the wizards of waverly place	the itsy bitsy spider
jingle bells	harry potter and the sorcerer's stone	law and order
my country 'tis of thee	star spangled banner	twinkle, twinkle little star
row, row, row your boat	tangled	toy story 2
the incredibles	sesame street	don't laugh at me
hunger games	judy bloom	beezus and Ramona
the diary of a wimpy kid	sleeping beauty	the hardy boys
the three musketeers	how much is the doggie in the window?	little boy blue

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Speed Reading and Context Clues
<b>Focus:</b>	Vocabulary (Context Clues), Clarifying, and Colons

p

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What does the word context mean? If you think about the story of the Three Bears, we know that there is a broken chair, porridge that has been eaten, and a girl asleep in bed. What is the context of these events? (the Three Bear's house).

What is the context of this lesson? Why is understanding context important? When do you use a colon?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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- Record the number of words next to the first number recorded.
6. Celebrate success.
  7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Speed Reading:** Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Context Clues

Context Clues is a term that explains the importance of making meaning of a word by reading the words and/or sentences around the word to provide a "frame of reference" for the reader. Consider the word Lincoln. Ask students what they think of when you say this word. Probably they will say Abraham Lincoln the 16<sup>th</sup> President of the United States. This would be logical if you just hear the word out of context. However, if you read this sentence: "My family and I are traveling through Nebraska and came to the city of Lincoln." the thinking of the students would be different. Or if the context of the sentence was "Our family looked for a new car on Saturday and we decided on a Lincoln", the student would have another frame for thinking about the word altogether. There are many English words that are more clearly understood when the person understands the context of the word. One of the things that helps in thinking about context is looking for "categories" that the words around the unknown word fall into. Remember that context can be more than just one sentence and can include the entire paragraph. For example, if you do not know the meaning of the word "peninsula", but you are reading this information: "While I have been to an island before I can honestly say I don't believe that I have visited a peninsula. However, my teacher pointed out that I have gone to Florida and that the entire state is a peninsula." I can start to make a picture now in my mind. The word island is a clue that it has something to do with being surrounded by water. Thinking about what words you might come across when you know a topic of context, is helpful for the reader.

### Context Clues

#### Directions:

1. Divide students into groups of 2-3.
2. Give each group a set of Context Cards and a white board.
3. Together, the students draw one of the cards and make a list of words that they believe they may come across when reading about the topic.
4. After students have completed 3 cards, have them partner with another group and share the words they have listed.
5. Other group should guess what the Context Card identified.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

During the lesson check in with students repeatedly.

## Consult 4 Kids Lesson Plans

<p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Colons</b></p> <p>A colon is a punctuation mark that is made with two dots stacked on top of each other. A colon looks like this (:). A colon is used to separate and independent clause (a sentence) from an explanation or a list. For example, <b>My face has many parts: eyes, nose, chin, mouth, and ears.</b> A colon can also be used to separate a word from its definition (<b>joy: happy</b>), and after the greeting in a formal letter (<b>Dear Mr. Smith: </b>) Practice several sentences on the board in which you use a colon.</p> <p><b>Colons</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair white boards and a Colon Use Card.</li> <li>3. Working together the pair reads each sentence and rewrites it on the white board putting the colon in the correct place.</li> <li>4. Activity is complete when all sentences have been punctuated correctly.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Context Clues

<p>Martin Luther King Jr. – Honoring A Hero</p>	<p>Cesar E. Chavez – Taking Pride in Service</p>	<p>The Road to Beijing (Returning to the Summer Olympics)</p>
<p>Pay It Forward in the Neighborhood</p>	<p>Science Fair Project</p>	<p>Celebrating American History</p>
<p>Dr. Seuss' Birthday</p>	<p>Creating a Library at the Homeless Center</p>	<p>Campus Cuisine</p>
<p>Presidential Election</p>	<p>An Archeological Dig</p>	<p>Dinosaurs</p>

3<sup>rd</sup> Grade Colons

## Colon Use Card

Dear Mr. Jones

I have visited the following cities Los Angeles, San Diego, Hawthorne, and Bakersfield.  
When we went to the fair I bought cotton candy, hot dogs, baked potatoes, and fried Oreos.  
The fish will need fish food, water, sea weed and piped in air.

Toyota makes the following models Prius, Camry, Tacoma, and Corolla.

Dear President Obama

I have read the following stories The Three Bears, The Three Little Pigs and Snow White.  
Her blouse is "busy" stripes, polka dots, flowers, and stars.

When people are happy they show it by singing, dancing, shouting, and cheering.

My bicycle has many parts tires, seats, handle bars, and mirrors.

My dad is good at fixing things doors, lawn mowers, windows, and dishwashers.

To Whom It May Concern

Dear Principal Jones

My favorite colors are red, green, yellow, and blue.

Dear Madam

The shirts can be found in the following sizes small, medium, large, and extra large.

The letter from the teacher said to pick up scissors, a glue stick, erasers, and pencils.

My favorite sea animals include jellyfish, otters, seals, and dolphins.

At the party our desserts were pie, cookies, cupcakes, and cobbler.

## Consult 4 Kids Lesson Plans

<b>Component</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Context Clues and Ending Punctuation
<b>Focus:</b>	Vocabulary (Context Clues), Questioning and Ending Punctuation

**Materials:**

Activity at the end of the lesson plan  
White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you know about context clues? Why is context important to your understanding? Have you ever heard about something and then not understood it until the context was explained? What are the punctuation marks that you can find at the end of the sentence? What do each of these punctuation marks indicate?

### Content (the "Meat")

#### Fluency

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](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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- Record the number of words next to the first number recorded.
6. Celebrate success.
  7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Context Clues

Context Clues is a term that explains the importance of making meaning of a word by reading the words and/or sentences around the word to provide a "frame of reference" for the reader. Consider the word Lincoln. Ask students what they think of when you say this word. Probably they will say Abraham Lincoln the 16<sup>th</sup> President of the United States. This would be logical if you just hear the word out of context. However, if you read this sentence: "My family and I are traveling through Nebraska and came to the city of Lincoln." the thinking of the students would be different. Or if the context of the sentence was "Our family looked for a new car on Saturday and we decided on a Lincoln", the student would have another frame for thinking about the word altogether. There are many English words that are more clearly understood when the person understands the context of the word. One of the things that helps in thinking about context is looking for "categories" that the words around the unknown word fall into. Remember that context can be more than just one sentence and can include the entire paragraph. For example, if you do not know the meaning of the word "peninsula", but you are reading this information: While I have been to an island before I can honestly say I don't believe that I have visited a peninsula. However, my teacher pointed out that I have gone to Florida and that the entire state is a peninsula." I can start to make a picture now in my mind. The word island is a clue that it has something to do with being surrounded by water. Thinking about what words you might come across when you know a topic of context, is helpful for the reader.

#### Context Clues

##### Directions:

1. Divide students into groups of 2-3.
2. Give each group a set of Context Cards and a white board.
3. Together, the students draw one of the cards and make a list of words that they believe they may come across when reading about the topic.
4. After students have completed 3 cards, have them partner with another group and share the words they have listed.
5. Other group should guess what the Context Card identified.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the

During the lesson check in with students repeatedly.

Check in about what is happening and what they are

## Consult 4 Kids Lesson Plans

<p>text.</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	<p>thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Ending Punctuation</b></p> <p>Ending punctuation marks include a period (.), an exclamation point (!), and a question mark (?). Periods are used in sentences that make a statement or sentences that are an command. For example:</p> <p>My dog barks loudly. (statement)</p> <p>Give me the book. (command)</p> <p>An exclamation mark is used to demonstrate emotion and energy. Look out! It's hot! (exclamation)</p> <p>A question mark is used at the end of a sentence that asks a question. Do you have nine lives? How old are you? (questions)</p> <p>Have students give you examples of different types of sentences and ask them which punctuation mark would go at the end.</p> <p><b>Ending Punctuation</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Ending Punctuation Game Board and a set of Ending Punctuation Cards.</li> <li>3. Shuffle the cards and place near the game board between the players.</li> <li>4. Player 1 draws a card and determines whether the ending punctuation is a period (statement), period (command), question mark (question) or exclamation mark (exclamation).</li> <li>5. After Player 1 is finished with his/her turn, Player 2 takes his/her turn.</li> <li>6. Game is over when all cards have been placed on the game board.</li> <li>7. Practice time is over when the pair feels confident with the words.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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3<sup>rd</sup> Grade Context Clues

<p>Martin Luther King Jr. – Honoring A Hero</p>	<p>Cesar E. Chavez – Taking Pride in Service</p>	<p>The Road to Beijing (Returning to the Summer Olympics)</p>
<p>Pay It Forward in the Neighborhood</p>	<p>Science Fair Project</p>	<p>Celebrating American History</p>
<p>Dr. Seuss' Birthday</p>	<p>Creating a Library at the Homeless Center</p>	<p>Campus Cuisine</p>
<p>Presidential Election</p>	<p>An Archeological Dig</p>	<p>Dinosaurs</p>

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Ending Punctuation

. Statement	. Command	? Question	! Exclamation



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### 3<sup>rd</sup> Grade Ending Punctuation

Sharpen the pencil	I have a dog named Rover	Do you have a hanger	Watch out
Stop at the corner	My favorite color is green	When will you do that for me	Oh no
Hand me the towel	I have a brown jacket with a zipper	How did you do that	Yikes
Put on your shoes	My car is a black Camry	Where are the cupcakes	I love it
Brush your teeth before bed	He was wearing a red sweater	Do you like to ride a bike	Terrific
Put your book away	My garden has yellow roses in it	Why do you like that movie	Wow
Hold my hand when we cross the street	Mark has brown hair	Who was the actor in that movie	Stop that right now
Shut the door	She is a cheerleader	What have you been doing	No that's not right
Please give that to me	He is on the soccer team	Do you watch TV in the evening	I told you I don't know

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Onomatopoeia
<b>Focus:</b>	Vocabulary (Onomatopoeia), Questioning, and Quotation Marks

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about onomatopoeia? Words like “crack” and “buzz” are examples of onomatopoeia. What other words can you think of are examples? What are quotation marks? When do you use them? Why is it important to use them in conversations? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Onomatopoeia</b></p> <p>Onomatopoeia is a word that sounds like the sound they represent. For example, the word "buzz" sounds like the noise that bees make, especially if you hang on to the sound of the z's. Try it and continue to make the /z/. When you find a word that is an example of onomatopoeia, it is important to make every effort to make the word sound like the sound it represents.</p> <p><b>Onomatopoeia</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a word like of words that represent onomatopoeia.</li> <li>3. Have the pair work on how to say the individual words in an expressive way.</li> <li>4. Once the pair has had a chance to practice, bring the group together into two teams.</li> <li>5. Pull 3 students out to be the judge of the contest.</li> <li>6. Call out one of the words and take a volunteer from each team to say the word using onomatopoeia information.</li> <li>7. Determine which group is the most effective and give the team a point.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Quotation Marks</b></p> <p>Quotation marks are used to show the exact words that a person is saying. The first word of what the person begins with a capital letter. The ending punctuation mark (period, exclamation mark, or question mark) is written <b>BEFORE</b> the final pair of quotation marks. For example, Mark said, “Today is my birthday.” Obviously Mark does not say, Mark said. If you were standing there listening to Mark, you would hear him say, “Today is my birthday.” That is why the quotation marks go around Mark’s words. The Mark said, is set off from the quote with a comma and does not have quotation marks around it. Practice several quote-writing exercises with the students.</p> <p><b>Quotations:</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair white boards and a Quotation Sentence Card.</li> <li>3. Working together the pair reads each sentence and rewrites it on the white board putting in the correct punctuation marks.</li> <li>4. Activity is complete when all sentences have been punctuated correctly.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today’s lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)!</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

3<sup>rd</sup> Grade Onomatopoeia

Onomatopoeia Word List

growl	clip clop
grunt	whoopee
sob	boo
shriek	moan
shout	murmur
giggle	whisper
hiss	baa
hum	chirp
buzz	meow
crinkle	cuckoo
howl	coo
sputter	screech
zip	roar
rush	bleep
fizz	gobble

3<sup>rd</sup> Grade Quotation Sentence Cards

## Quotation Sentence Card

- where is my backpack asked Mitchell.
- I have three brothers and one sister she stated.
- we live in California stated Shelly.
- John asked how old are you today
- Mary exclaimed I love chocolate cake with butter icing
- who will be the winner asked Jeff.
- The salesman proclaimed we have the best deal in town
- will you go with me to Arizona asked Lilly.
- my favorite color is green shouted Marnie.
- Freddie said we need to walk safely when we are outside
- Joey asked are we going on a picnic today
- will you be my valentine asked Gina
- I can't find my backpack proclaimed Julie
- it's over on the table exclaimed Jordan.
- Julie cried who put it there
- Ryan agreed saying my favorite color is blue too
- where will I find the car in this lot mused Martha
- He kept shouting pay it forward
- My bicycle is broken cried Lynna
- We like McDonald's best shouted the soccer team

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Palindromes
<b>Focus:</b>	Vocabulary (Palindromes), Summarizing, and Quotation Marks

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is a palindrome? The words “dad” and “mom” are examples of palindromes. What are some other examples? Sometimes palindromes are found in phrases as well. Can you think of an example of this? When do you use quotation marks? Find an example of the use of quotation marks in a book you are reading. Why is it important that these quotation marks are used? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> 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;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Palindromes</b></p> <p>Palindromes are words or phrases that are fun because they are spelled the same both forward and backward. An example of a word is dad. Either way you write it, forward or backward, the order of the letters is the same. An example of a phrase that is a palindrome is Madam, I'm Adam. Either direction, the letter order of the phrase is the same.</p> <p><b>Palindromes</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Palindrome Word and Phrase Bank.</li> <li>3. After reviewing the bank, students should work together to see if they can find palindromes that are not on the list.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p>10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>



## Consult 4 Kids Lesson Plans

<p>will this information apply to your life?</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Spelling:</b> Spelling is a skill that helps us to communicate effectively. Spelling is the act of putting letters in correct order to make a particular word. When we learn how to spell there are patterns in how words are spelled and then there are a few rules that tell us how to spell certain words. For the next 11 days we will be looking at some spelling rules. Remember that there are always exceptions to rules, so these rules serve as a guide to spelling certain types of words.</p> <p><b>Quotation Marks</b> Quotation marks are used to show the exact words that a person is saying. The first word of what the person begins with a capital letter. The ending punctuation mark (period, exclamation mark, or question mark) is written <b>BEFORE</b> the final pair of quotation marks. For example, Mark said, “Today is my birthday.” Obviously Mark does not say, Mark said. If you were standing there listening to Mark, you would hear him say, “Today is my birthday.” That is why the quotation marks go around Mark’s words. The Mark said, is set off from the quote with a comma and does not have quotation marks around it. Practice several quote-writing exercises with the students.</p> <p><b>Quotations:</b> <u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair white boards and a Quotation Sentence Card.</li> <li>3. Working together the pair reads each sentence and rewrites it on the white board putting in the correct punctuation marks.</li> <li>4. Activity is complete when all sentences have been punctuated correctly.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

3<sup>rd</sup> Grade Palindromes List

Palindrome Words and Phrases	
pop	race car
eve	Did I? I did.
noon	pull up
toot	A man, a plan, a canal Panama
peep	nurses run
did	we sew
num	Yo, banana boy
mum	step on now pets
Anna	murder for a jar of red rum
gag	Was it a rat I saw?
eye	So many dynamos!
pup	tuna roll or a nut
level	Oh, cameras are macho/
deed	"Rum, rum," I murmur.

3<sup>rd</sup> Grade Quotation Sentence Cards

## Quotation Sentence Card

- where is my backpack asked Mitchell.
- I have three brothers and one sister she stated.
- we live in California stated Shelly.
- John asked how old are you today
- Mary exclaimed I love chocolate cake with butter icing
- who will be the winner asked Jeff.
- The salesman proclaimed we have the best deal in town
- will you go with me to Arizona asked Lilly.
- my favorite color is green shouted Marnie.
- Freddie said we need to walk safely when we are outside
- Joey asked are we going on a picnic today
- will you be my valentine asked Gina
- I can't find my backpack proclaimed Julie
- it's over on the table exclaimed Jordan.
- Julie cried who put it there
- Ryan agreed saying my favorite color is blue too
- where will I find the car in this lot mused Martha
- He kept shouting pay it forward
- My bicycle is broken cried Lynna
- We like McDonald's best shouted the soccer team

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Ending Punctuation and Word Play
<b>Focus:</b>	Vocabulary (Word Play), Summarizing, and Ending Punctuation

**Materials:**

Activities at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

How many little words can you make out of the word, "refrigerator"? (go, or, tear, for). When we do this, we are playing with words. Why is it important for you to be able to play with the letters inside of a word? Give examples of sentences using the different types of ending punctuation marks (. ? !)

### Content (the "Meat")

#### Fluency

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](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

- Record the number of words next to the first number recorded.
6. Celebrate success.
  7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading "word by word". For example, look at the following two sentences:

"Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted."

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Word Play

There are only 26 letters in the alphabet. It is the order that those letters are combined in that creates over 500,000 English words. For example, the letters e, a, and t can combine to form eat, ate, or tea. Knowing how these letters can be combined in a variety of ways strengthens a person's vocabulary.

### Word Play

#### Directions:

1. Divide students into pairs.
2. Give each pair a set of alphabet cards.
3. Shuffle the cards and place 25 of the cards in a 5 x 5 grid, face down.
4. Once the letters have been laid out, turn the letters face up.
5. Without moving the letters around, each player makes as many words as possible.
6. In order to combine letters they must be touching one another vertically, horizontally or diagonally:

#### Example:

b	r	e	s	y
a	t	v	t	o
l	m	n	a	h
s	j	a	r	l
o	e	s	m	p

In the grid above a player could make **bar, bat, bam, ram, van, tan, hat, hot, toy**, and so on. However, looking at the bottom row (e, s, m) and the letter a above the s, cannot make the word same, because while the s touches all of the letters, you cannot touch the letters in the order that the word is spelled.

Once students have written as many words as they can, they share their list and repeat the activity, rearranging the letters in the same manner as before.

### Reciprocal Teaching

During the lesson check in with students repeatedly.

## Consult 4 Kids Lesson Plans

<p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character’s goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	<p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Ending Punctuation</b></p> <p>Ending punctuation marks include a period (.), an exclamation point (!), and a question mark (?). Periods are used in sentences that make a statement or sentences that are an command. For example:          My dog barks loudly. (statement)          Give me the book. (command)</p> <p>An exclamation mark is used to demonstrate emotion and energy. Look out! It’s hot!          (exclamation)</p> <p>A question mark is used at the end of a sentence that asks a question. Do you have nine lives? How old are you? (questions)</p> <p>Have students give you examples of different types of sentences and ask them which punctuation mark would go at the end.</p> <p><b>Ending Punctuation</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Ending Punctuation Game Board and a set of Ending Punctuation Cards.</li> <li>3. Shuffle the cards and place near the game board between the players.</li> <li>4. Player 1 draws a card and determines whether the ending punctuation is a period (statement), period (command), question mark (question) or exclamation mark (exclamation).</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

- |   |  |
|---|--|
| 5. After Player 1 is finished with his/her turn, Player 2 takes his/her turn.<br>6. Game is over when all cards have been placed on the game board. |  |
|---|--|

Closing
<b>Review</b>
Say: <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<b>LBNT</b> Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.



<b>Reflection (Confirm, Tweak, Aha!)</b> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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3<sup>rd</sup> Grade Word Play Cards

a	c	d	e
e	f	h	i
k	l	m	n
o	o	p	r
s	s	t	u
w	y	g	b

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade Ending Punctuation

. Statement	. Command	? Question	! Exclamation

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade Ending Punctuation

Sharpen the pencil	I have a dog named Rover	Do you have a hanger	Watch out
Stop at the corner	My favorite color is green	When will you do that for me	Oh no
Hand me the towel	I have a brown jacket with a zipper	How did you do that	Yikes
Put on your shoes	My car is a black Camry	Where are the cupcakes	I love it
Brush your teeth before bed	He was wearing a red sweater	Do you like to ride a bike	Terrific
Put your book away	My garden has yellow roses in it	Why do you like that movie	Wow
Hold my hand when we cross the street	Mark has brown hair	Who was the actor in that movie	Stop that right now
Shut the door	She is a cheerleader	What have you been doing	No that's not right

## Consult 4 Kids Lesson Plans

Please give that to me	He is on the soccer team	Do you watch TV in the evening	I told you I don't know
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Student Activity Choice
<b>Focus:</b>	Review Vocabulary and Conventions

**Materials:**

Activities from Lesson Plans #1 - #10  
 White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- 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

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a 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"> <li>Charades</li> <li>Onomatopoeia</li> <li>Palindromes</li> <li>Short Forms</li> <li>Context Clues</li> <li>Word Play</li> <li>BINGO</li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to</p>

## Consult 4 Kids Lesson Plans

punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:

- Capitalizing Titles
- Quotations
- Colons
- Ending Punctuation
- Abbreviations

provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### LBNT

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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Predicting and One of Each
<b>Focus:</b>	Vocabulary (Syllables with Prefixes and Suffixes), Predicting, Dictionary Skills

**Materials:**

Activity at end of the lesson plan  
White Boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

How will a word having a prefix, suffix, or both inform how you will divide the words into syllables? Why would it be important for the prefix and suffix to stay a separate syllable? If you have the guide words of boy and by, would you find the word bouquet? Would you find the word bun? What other words might you find on this page?

### Content (the "Meat")

#### Fluency

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#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) throughout

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Musical Shares:** Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Syllables with Prefixes and Suffixes

Words can have both prefixes and suffixes. Actually about 65% of words that have both. Remember that a prefix is a syllable added to the beginning of a word and a suffix is a syllable added to the end of the word. In both cases, the prefix and the suffix change or add to the meaning of the base word.

### One of Each

#### Directions:

1. Divide students into pairs.
2. Give each pair a One of Each Word Card and a One of Each game board.
3. Working together, the pair reads each word and determines the base word, the prefix, and the suffix, writing each part of the word on the One of Each game board.
4. When all of the words have been sorted, invite pair to select 3 of the words and use them in a sentence.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Predicting

**Three Words:** share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Dictionary Skills</b></p> <p>In order to use a dictionary more effectively it is important to understand the two words at the top of a page known as guide words. The words at the top of the page indicate that all of the words on that page will come between the two guide words. The dictionary is a listing of words in alphabetical order, so the guide words let you know what words are on each page.</p> <p>Practice the following with the students:          Guide Words jelly and junk What words that begin with “j” might come in between the two guide words. What might come before? What might come after?</p> <p><b>In Order</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an In Order game board and set of word cards.</li> <li>3. Working together, students sort the cards, placing the word on the correct page, remembering that the words you place on the page must come in between the two guide words.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul> <p style="text-align: center;"><b>Debrief</b></p> <p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

3<sup>rd</sup> Grade One of Each

One of Each

One of Each		
Prefix	Base Word	Suffix

3<sup>rd</sup> Grade One of Each Word Bank

disagreement

disconnected

distasteful

hopefully

immoveable

impatiently

indefinitely

misbehaving

misspelled

previewed

rechecking

rehired

rethinking

unbroken

uncommonly

undressed

unending

unfairly

unfriendly

unknowing

unlikely

unneeded

unpainted

unthankful

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade In Order

bake

bracelet

brain

button

## Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade In Order Word Cards

belt	best	bed
breath	bell	break
brew	bead	brand
brief	better	blend
breathe	bottom	beak
bet	bend	brat
bark	brake	bland
beard	bran	bled

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Affixes One of Each
<b>Focus:</b>	Vocabulary (Syllables with Prefixes and Suffixes), Predicting, Dictionary Skills

### Materials:

Activities at end of lesson plan

White Boards and pen and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

How will a word having a prefix, suffix, or both inform how you will divide the words into syllables? Why would it be important for the prefix and suffix to stay a separate syllable? If you have the guide words of last and level, would you find the word lank? Would you find the word laugh? What other words might you find on this page?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Syllables with Prefixes and Suffixes

Words can have both prefixes and suffixes. Actually about 65% of words that have both. Remember that a prefix is a syllable added to the beginning of a word and a suffix is a syllable added to the end of the word. In both cases, the prefix and the suffix change or add to the meaning of the base word.

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2. Give each pair a One of Each Word Card and a One of Each game board.
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### 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).

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For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Clarifying:

**Silly Questions:** Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Dictionary Skills</b></p> <p>In order to use a dictionary more effectively it is important to understand the two words at the top of a page known as guide words. The words at the top of the page indicate that all of the words on that page will come between the two guide words. The dictionary is a listing of words in alphabetical order, so the guide words let you know what words are on each page.</p> <p>Practice the following with the students:          Guide Words jelly and junk. What words beginning with "j" might come in between the two guide words? What might come before? What might come after?</p> <p><b>In Order</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an In Order game board and set of word cards.</li> <li>3. Working together, students sort the cards, placing the word on the correct page, remembering that the words you place on the page must come in between the two guide words.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one</li> </ol>
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## Consult 4 Kids Lesson Plans

particular way which was new to them. (Tweak)

4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

3<sup>rd</sup> Grade One of Each

One of Each

One of Each		
Prefix	Base Word	Suffix

3<sup>rd</sup> Grade One of Each Word Bank

disagreement

disconnected

distasteful

hopefully

immoveable

impatiently

indefinitely

misbehaving

misspelled

previewed

rechecking

rehired

rethinking

unbroken

uncommonly

undressed

unending

unfairly

unfriendly

unknowing

unlikely

unneeded

unpainted

unthankful

# Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade In Order

bake

bracelet

brain

button

3<sup>rd</sup> Grade In Order Word Cards

belt	best	bed
breath	bell	break
brew	bead	brand
brief	better	blend
breathe	bottom	beak
bet	bend	brat
bark	brake	bland
beard	bran	bled

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Affixes and Dictionary Skills
<b>Focus:</b>	Vocabulary (Prefixes and Suffixes), Predicting and Dictionary Skills

**Materials:**

Activity at end of lesson plan

White Boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you know about prefixes? How are they different from suffixes? Can words have both prefixes and suffixes? (Actually they do about 85% of the time). Think of several examples of words that have both a prefix and a suffix (unsafely, undistributed, misplaced). Why would you use a dictionary? What do you know about how to use a dictionary? What makes using a dictionary easier?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
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4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move



## Consult 4 Kids Lesson Plans

5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Partner Share:** Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.

on with the story).

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Prefixes and Suffixes re-, -ful

A prefix is a syllable that you add to the beginning of a base word. The prefix will change the meaning of the word. A suffix is a syllable that you add to the end of a word. The suffix will add to the meaning of the word.

The prefix re- means to do something again.

The suffix -ful means full of

Have students provide several examples of base words, adding the prefix or suffix if it makes sense.

#### Prefixes and Suffixes

##### Directions:

1. Divide students into pairs.
2. Give each pair a Prefixes and Suffixes game board.
3. Working together pair completes the game board, indicating the base word, the prefix or suffix that has been added to the base word, the number of syllables in the word and the meaning of the word.
4. When pair has finished all of the words on the list, invite them to select 5 words and write an original sentence with the words and then share them with another pair.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

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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

<p><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	
<p><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Dictionary Skills</b></p> <p>A dictionary is a book that gives you information about words. A dictionary can give you the meaning of a word, tell you how the word is pronounced, the part of speech, and will sometimes give you a sample sentence and/or a picture.</p> <p>Whether you use a dictionary in a book or on line, using it to help you make meaning is what is important.</p> <p>One of the skills you need to have in order to use a dictionary effectively is the ability to put words in alphabetical order. When putting words in alphabetical order you look at the first letter in the words that is different. In the words jump and cat, the first letter of the two words is different, so you simply ask yourself, when saying the alphabet, which letter comes first, and then you place the words in that order: cat, jump</p> <p>If the words were cat, cave, and jump, you would immediately know that jump would be last. Then you would look at cat and cave. While the c and the a are the same, the third letters are different, and the t comes before the v in the alphabet, so the words, in order would be cat, cave, jump.</p> <p>Practice several sets of words with the students.</p> <p><b>Alphabetical Order</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Alphabetical Order Cards and white boards.</li> <li>3. Shuffle the cards and place them face down between the students.</li> <li>4. Player 1 draws a card, looks at the three words on the card and writes the words in alphabetical order on the white board.</li> <li>5. Player 2 continues in the same manner.</li> <li>6. Activity is complete when all word cards have been used.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
 Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

##### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Alphabetical Order

shovel, rake, gloves	tree, dirt, seeds	red, white, blue
sofa, chair, fireplace	mirror, picture, clock	television, carpet, window
cider, dresser, breakfast	dug, fun, ear	eel, elephant, eat
did, fruit, ask	fun, gum, fancy	each, eagle, ear
belt, best, bed	magazine, photograph, page	cookie, motorcycle, can
cousin, brother, dad	sandwich, dot, box	sack, rash, eyelash
shoulder, tax, sock	useful, lovable, adorable	stay, study, happy
box, foil, oatmeal	college, newspaper, business	truck, dot, stash
skateboard, ski, bike	copy, gray, apple	money, most, moon

Consult 4 Kids Lesson Plans



3rd Grade Prefix re-, Suffix -ful

Word	Base Word	Prefix/Suffix	# of Syllables	Meaning
rewash	wash	re-	2	wash again
handful	hand	-ful	2	holding all you can in your hand
redo				
playful				
refill				
tasteful				
remake				
cheerful				
reread				
beautiful				
replay				
frightful				
reuse				
earful				

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Dictionary Skills and Prefixes and Suffixes
<b>Focus:</b>	Vocabulary (Prefixes and Suffixes), Clarifying, and Dictionary Skills

p

### Materials:

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
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#### Gain prior knowledge by asking students the following questions

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What 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?

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### Content (the "Meat")

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## Consult 4 Kids Lesson Plans

5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Speed Reading:** Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

on with the story).

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Prefixes and Suffixes re-, -ful

A prefix is a syllable that you add to the beginning of a base word. The prefix will change the meaning of the word. A suffix is a syllable that you add to the end of a word. The suffix will add to the meaning of the word.

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Have students provide several examples of base words, adding the prefix or suffix if it makes sense.

#### Prefixes and Suffixes

##### Directions:

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**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

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Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of

## Consult 4 Kids Lesson Plans

<p>having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Dictionary Skills</b></p> <p>A dictionary is a book that gives you information about words. A dictionary can give you the meaning of a word, tell you how the word is pronounced, the part of speech, and will sometimes give you a sample sentence and/or a picture. Whether you use a dictionary in a book or on line, using it to help you make meaning is what is important.</p> <p>One of the skills you need to have in order to use a dictionary effectively is the ability to put words in alphabetical order. When putting words in alphabetical order you look at the first letter in the words that is different. In the words jump and cat, the first letter of the two words is different, so you simply ask yourself, when saying the alphabet, which letter comes first, and then you place the words in that order: cat, jump</p> <p>If the words were cat, cave, and jump, you would immediately know that jump would be last. Then you would look at cat and cave. While the c and the a are the same, the third letters are different, and the t comes before the v in the alphabet, so the words, in order would be cat, cave, jump.</p> <p>Practice several sets of words with the students.</p> <p><b>Alphabetical Order</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Alphabetical Order Cards and white boards.</li> <li>3. Shuffle the cards and place them face down between the students.</li> <li>4. Player 1 draws a card, looks at the three words on the card and writes the words in alphabetical order on the white board.</li> <li>5. Player 2 continues in the same manner.</li> <li>6. Activity is complete when all word cards have been used.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Alphabetical Order

shovel, rake, gloves	tree, dirt, seeds	red, white, blue
sofa, chair, fireplace	mirror, picture, clock	television, carpet, window
cider, dresser, breakfast	dug, fun, ear	eel, elephant, eat
did, fruit, ask	fun, gum, fancy	each, eagle, ear
belt, best, bed	magazine, photograph, page	cookie, motorcycle, can
cousin, brother, dad	sandwich, dot, box	sack, rash, eyelash
shoulder, tax, sock	useful, lovable, adorable	stay, study, happy
box, foil, oatmeal	college, newspaper, business	truck, dot, stash
skateboard, ski, bike	copy, gray, apple	money, most, moon



### Consult 4 Kids Lesson Plans

#### 3<sup>rd</sup> Grade Prefix re-, Suffix -ful

Word	Base Word	Prefix/Suffix	# of Syllables	Meaning
rewash	wash	re-	2	wash again
handful	hand	-ful	2	holding all you can in your hand
redo				
playful				
refill				
tasteful				
remake				
cheerful				
reread				
beautiful				
replay				
frightful				
reuse				
earful				

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Get to the Root
<b>Focus:</b>	Vocabulary(Roots + Suffixes), Predicting, and Commas

**Materials:**

Activities at end of lesson plan  
White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is a suffix? What is a root word? In this word: asking, what is the root word and what is the suffix? One type of punctuation mark is a comma. When do you use commas when you are writing? What does a comma have you do when you are reading?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you do to make spelling easier? What are some "rules" about spelling that you use? What are some of the spelling patterns that you know about?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Root Words + Suffixes –s, -ed, -ing

A root word is a base word. It is a word that you can add increments of meaning to. For example a root word would be cup, jump, and press. You can add suffixes (a syllable that is added to the end of a word) to a root word. In the examples above, you can add suffixes and write the words: cups, jumping, and pressing. Adding the suffixes –s, -ed, -ing adds to the meaning of the word.

Ask the students to give you a number of root words and then practice adding the suffixes –s, -ed, and –ing to them.

#### Get to the Root

##### Directions:

1. Divide students into pairs.
2. Give each pair a Get to the Root word bank and white boards.
3. Together students review the Get to the Root word bank and determine the root of each of the words in the bank.
4. As students identify the root word they should write it on the white board.
5. Activity is complete when all of the root words have been successfully identified.
6. Have pair share their answers with another pair.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).

### Activity

#### Predicting

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p><b>Find the Evidence:</b> On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Commas</b> A comma (,) is a punctuation mark that is used in writing to signal to the reader that he/she needs to make a brief pause. Commas can be used in these three ways:</p> <ul style="list-style-type: none"> <li>to separate items in a list or a series of phrase</li> <li>before a conjunction</li> <li>after an introductory clause.</li> </ul> <p><b>Examples:</b> The flag is red, white, and blue. Joe was sick, so he sat down. When I was at the store, I found fourteen boxes of cookies.</p> <p>Have student provide other sentences that are examples.</p> <p><b>Comma Happy</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Comma Happy game board and deck of cards.</li> <li>3. Shuffle the cards and place by the game board between the students.</li> <li>4. Player 1 draws a card and determines why the commas are in the sentence, and then places the card in the correct column on the game board.</li> <li>5. Player 2 continues play in the same way.</li> <li>6. Game is over when all cards are on the game board in the correct column.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

3<sup>rd</sup> Grade Get to the Root Word Bank

Get to the Root

filled	believing	brushes	cups
stayed	fills	painting	dances
changing	worked	plans	going
called	hosting	interviews	showing
chatted	used	showed	controlling
breaking	thinking	bakes	lifts
asks	knocking	picked	kicking
writing	wags	popped	packing
eating	looked	finding	moves
wearing	gives	talking	rained



3<sup>rd</sup> Grade Comma Happy

Comma Happy

Series

Before a Conjunction

Introductory Clauses

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### Consult 4 Kids Lesson Plans

#### 3<sup>rd</sup> Grade Comma Happy Sentence Cards

The wagon has wheels, pillow and handle.	I like to play volleyball, soccer, and handball.	The baby crawls, cries, and eats.
Do you know how to play the flute, piano and organ?	Joni likes bananas, oranges, and kiwi.	My friends are Molly, Linda, and Maria.
I have been to California, Idaho, and Nevada.	I like to listen to Beyonce, Cher, and Lady Gaga.	Do you eat cereal, pancakes, and oatmeal?
I like chocolate cake, but not lemon.	She has a doll, and a Game Boy.	Judy does not have an I-Pod nor does she have a phone.
Jill was late, yet she was enthusiastic.	Anne plays soccer, so she is athletic.	Joe was sick, so he missed the soccer finals.
She wants to be a designer, but she is a poor artist.	The bus was late, yet they all arrived on time.	He wanted to cook the trout, so he started a fire.
After the movie, we went for ice cream	Although I am tired, I will get my homework done.	As I walked through the door, I knew it was a party.
If you can hear my voice, clap your hands.	Since we are both 9, which one of us is older?	When we left the library, we had both checked out a book.
While you were at the park, I washed the car.	After the first show, the crowd was excited.	As I told you before, I am not going to the movie.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Get to the Root and Commas
<b>Focus:</b>	Vocabulary (Roots + Suffixes), Clarifying, and Commas

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is a suffix? What is a root word? In this word: asking, what is the root word and what is the suffix? One type of punctuation mark is a comma. When do you use commas when you are writing? What does a comma have you do when you are reading?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you do to make spelling easier? What are some "rules" about spelling that you use? What are some of the spelling patterns that you know about?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

- Record the number of words next to the first number recorded.
6. Celebrate success.
  7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Root Words + Suffixes –s, -ed, -ing

A root word is a base word. It is a word that you can add increments of meaning to. For example a root word would be cup, jump, and press. You can add suffixes (a syllable that is added to the end of a word) to a root word. In the examples above, you can add suffixes and write the words: cups, jumping, and pressing. Adding the suffixes –s, -ed, -ing adds to the meaning of the word.

Ask the students to give you a number of root words and then practice adding the suffixes –s, -ed, and –ing to them.

#### Get to the Root

##### Directions:

1. Divide students into pairs.
2. Give each pair a Get to the Root word bank and white boards.
3. Together students review the Get to the Root word bank and determine the root of each of the words in the bank.
4. As students identify the root word they should write it on the white board.
5. Activity is complete when all of the root words have been successfully identified.
6. Have pair share their answers with another pair.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p><b>Activity</b></p> <p><b>Clarifying:</b>  <b>Charades:</b> 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><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Commas</b>  A comma (,) is a punctuation mark that is used in writing to signal to the reader that he/she needs to make a brief pause. Commas can be used in these three ways:      <b>to separate items in a list or a series of phrase</b>      <b>before a conjunction</b>      <b>after an introductory clause.</b></p> <p><b>Examples:</b> The flag is red, white, and blue.  Joe was sick, so he sat down.  When I was at the store, I found fourteen boxes of cookies.</p> <p>Have student provide other sentences that are examples.</p> <p><b>Comma Happy</b>  <u><b>Directions:</b></u>  1. Divide students into pairs.  2. Give each pair a Comma Happy game board and deck of cards.  3. Shuffle the cards and place by the game board between the students.  4. Player 1 draws a card and determines why the commas are in the sentence, and then places the card in the correct column on the game board.  5. Player 2 continues play in the same way.  6. Game is over when all cards are on the game board in the correct column.</p>	<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

### 3<sup>rd</sup> Grade Get to the Root Word Bank

#### Get to the Root

filled	believing	brushes	cups
stayed	fills	painting	dances
changing	worked	plans	going
called	hosting	interviews	showing
chatted	used	showed	controlling
breaking	thinking	bakes	lifts
asks	knocking	picked	kicking
writing	wags	popped	packing
eating	looked	finding	moves
wearing	gives	talking	rained

3<sup>rd</sup> Grade Comma Happy

Comma Happy

Series

Before a Conjunction

Introductory Clauses

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### Consult 4 Kids Lesson Plans

#### 3<sup>rd</sup> Grade Comma Happy Sentence Cards

The wagon has wheels, pillow and handle.	I like to play volleyball, soccer, and handball.	The baby crawls, cries, and eats.
Do you know how to play the flute, piano and organ?	Joni likes bananas, oranges, and kiwi.	My friends are Molly, Linda, and Maria.
I have been to California, Idaho, and Nevada.	I like to listen to Beyonce, Cher, and Lady Gaga.	Do you eat cereal, pancakes, and oatmeal?
I like chocolate cake, but not lemon.	She has a doll, and a Game Boy.	Judy does not have an I-Pod nor does she have a phone.
Jill was late, yet she was enthusiastic.	Anne plays soccer, so she is athletic.	Joe was sick, so he missed the soccer finals.
She wants to be a designer, but she is a poor artist.	The bus was late, yet they all arrived on time.	He wanted to cook the trout, so he started a fire.
After the movie, we went for ice cream	Although I am tired, I will get my homework done.	As I walked through the door, I knew it was a party.
If you can hear my voice, clap your hands.	Since we are both 9, which one of us is older?	When we left the library, we had both checked out a book.
While you were at the park, I washed the car.	After the first show, the crowd was excited.	As I told you before, I am not going to the movie.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Apostrophes and Suffixes
<b>Focus:</b>	Vocabulary (Root Words and Suffixes), Questioning, and Apostrophes

### Materials:

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about root words? What is a suffix? What happens to a word when you add a suffix? What is an apostrophe? Why would you use an apostrophe? If you use an apostrophe, like in the word can't, what letters is the apostrophe taking the place of? What do you call words like can't? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Paired Readings:** Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Root Words + -s, -es

A root word is the base word. When you have a root word that ends in ch, sh, s, ss, or x, you will add -es. This will make another syllable to the word. When words end in other letters you will add the s only. This will not add another syllable. When you listen to yourself say the word aloud, if you hear a new syllable you will know to add the -es.

Review several examples with students. Write them on the board and remind students why you are adding either -s or -es.

s or es

#### Directions:

1. Divide students into pairs
2. Give each pair a game board and a list of words.
3. Working together, students read through the list of words and decide which column the word should be placed into -s or -es.
4. Students write the word in the correct column.
5. When students have sorted the words, ask them to select 5 words and write an original sentence with each word.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library), or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

**Questioning:**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Apostrophes</b> An apostrophe is a punctuation mark (') that is used to make a noun possessive (show ownership) or in a contraction to replace a letter or group of letters that have been left out. <b>Examples:</b> John's nose, Mary's mouth, Reba's hair and don't, I've, they'd</p> <p>Have students give you several examples of possessive nouns and also examples of contractions. Write them on the board or a chart.</p> <p><b>Apostrophes</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an apostrophe word bank, and white boards.</li> <li>3. Working together, pairs review each of the items in the Word Bank and write the word correctly using an apostrophe.</li> <li>4. When all the words have been written, pair is to select 5 of the words and use them in a sentence.</li> <li>5. When finished, pair joins another pair and share the sentence.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> </ol>
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2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade s or es

s

es

Consult 4 Kids Lesson Plans

mix
wash
toss
watch
work
play
leap
feed
talk
crawl
wait
pass
wish
ask
reach

cover
burn
pitch
sing
buzz
miss
march
class
fix
dress
press
jump
cross
climb
box

3<sup>rd</sup> Grade Apostrophes

Apostrophe Word Bank	
blouse belongs to Nancy (Nancy's blouse)	will not (won't)
report card belongs to Jack	I am
blanket belongs to the baby	do not
stapler belongs to the teacher	can not
trophy belongs to the team	should not
apple belongs to the witch	you are
computer belongs to Sue	they would
football belongs to Nate	he is
sticks belong to the Scouts	are not
dress belongs to mother	it is
gum belongs to Melody	you would
book belongs to the library	he did
cup belongs to Shelly	we did



## Consult 4 Kids Lesson Plans

<b>Component</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Compound Syllables
<b>Focus:</b>	Vocabulary (Syllables in Compound Words), Questioning and Dictionary Skills

**Materials:**

Activity at the end of the lesson plan  
White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you know about dividing words into syllables? Why is this an important skill? When would you use your understanding of syllables? What do you know about alphabetical order? How does this help us organize the words that are in a dictionary?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### **\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Syllables—Compound Words</b></p> <p>Every word has at least one syllable. Words can also have 2, 3, 4, 5 syllables or more. When you say a word aloud it is easy to hear the syllables or parts of the word. Each syllable must have a vowel sound (even if there are two vowels needed to make that sound). When you divide compound words into syllables, one of the divisions must be between the two words put together to become the compound word. For example: baseball is base / ball; basketball would be bas / ket / ball. It has three syllables because the base word has two syllables.</p> <p>Have students share several compound words with you. Write them on the board or chart paper. After writing the word, go back and divide the word into syllables.</p> <p><b>Compound Syllables</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a list of compound words and white boards.</li> <li>3. Working together, students review each compound word and then write the word in syllables on the white board.</li> <li>4. Activity is complete when all of the words have been written by syllables on the white board.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of</p>

## Consult 4 Kids Lesson Plans

<p>having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	<p>the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Dictionary Skills</b></p> <p>In order to use a dictionary more effectively it is important to understand the two words at the top of a page known as guide words. The words at the top of the page indicate that all of the words on that page will come between the two guide words. The dictionary is a listing of words in alphabetical order, so the guide words let you know what words are on each page.</p> <p>Practice the following with the students:</p> <p>Guide Words jelly and junk. What words that begin with "j" might come in between the two guide words? What might come before? What might come after?</p> <p><b>Before, After, or In Between</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Before, After, or In Between game board and deck of cards.</li> <li>3. Shuffle the cards and place between the players beside the game board.</li> <li>4. Player 1 draws a card looking at the two guide words on the card and the underlined entry word. Player decides whether the entry word comes before, after, or in between the guide words.</li> <li>5. Example: guide words: jump and kite, entry word "junk" comes in between.</li> <li>6. Player places the word in the correct column.</li> <li>7. Play continues with Player 2.</li> <li>8. Game is over when all cards are placed.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

## 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!)

3<sup>rd</sup> Grade Compound Words

Compound Word List		
baseball	snowman	watermelon
turtleneck	grandma	keyboard
downstairs	eyeballs	undercover
overcoat	spyglass	overalls
somebody	doorbell	motorcycle
cornbread	seahorse	hammerhead
jellyfish	eyeglasses	rainbow
classroom	blackboard	basketball
lumberjack	paperwork	windshield
windowsill	wastebasket	firefighter

### Consult 4 Kids Lesson Plans

#### 3<sup>rd</sup> Grade Before, After or In Between

web well	window	bed baby	brown	lake leap	lend
ceiling cent	cement	slept smile	stove	belong brake	brain
doll even	draw	rest read	ruin	main mile	morning
frame first	frock	table test	tea	car crate	crest
space spell	student	alien apple	ape	travel trust	turn
pack pie	pelt	star stake	surf	food fool	fuel
idea Indian	irate	repair rest	return	sink slide	stripe
blender carpet	bust	oven pain	part	faucet foul	frost

### Consult 4 Kids Lesson Plans

dishwasher drape	drain	microwave more	most	czar	dark	dare
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Before, After or In Between
<b>Focus:</b>	Vocabulary (Syllables in Compound Words), Summarizing, and Dictionary Skills

### Materials:

Activities at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you know about dividing words into syllables? Why is this an important skill? Where would you divide the word refrigerator? How about fantastic? When would you use your understanding of syllables? What do you know about alphabetical order? How does this help us organize the words that are in a dictionary? The words at the top of each dictionary page are guide words and they let you know that words on that page will fall between those two words? Is this important for you to know? How will you apply this knowledge?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in

#### \*Activity → Teachable Moment(s) throughout

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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



## Consult 4 Kids Lesson Plans

<p>the lesson plan.</p> <ol style="list-style-type: none"> <li>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.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Chunk Reading:</b> This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:  <u>“Once upon a time</u> there was a prince who wanted to marry a princess; <u>but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	<p>practice (even if they move on with the story).</p>
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Syllables—Compound Words</b></p> <p>Every word has at least one syllable. Words can also have 2, 3, 4, 5 syllables or more. When you say a word aloud it is easy to hear the syllables or parts of the word. Each syllable must have a vowel sound (even if there are two vowels needed to make that sound). When you divide compound words into syllables, one of the divisions must be between the two words put together to become the compound word. For example: baseball is base / ball; basketball would be bas / ket / ball. It has three syllables because the base word has two syllables.</p> <p>Have students share several compound words with you. Write them on the board or chart paper. After writing the word, go back and divide the word into syllables.</p> <p><b>Compound Syllables</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a list of compound words and white boards.</li> <li>3. Working together, students review each compound word and then write the word in syllables on the white board.</li> <li>4. Activity is complete when all of the words have been written by syllables on the white board.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a</p>

## Consult 4 Kids Lesson Plans

<p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	<p>student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Dictionary Skills</b>          In order to use a dictionary more effectively it is important to understand the two words at the top of a page known as guide words. The words at the top of the page indicate that all of the words on that page will come between the two guide words. The dictionary is a listing of words in alphabetical order, so the guide words let you know what words are on each page.</p> <p>Practice the following with the students:          Guide Words jelly and junk. What words beginning with "j" might come in between the two guide words? What might come before? What might come after?</p> <p><b>Before, After, or In Between</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Before, After, or In Between game board and deck of cards.</li> <li>3. Shuffle the cards and place between the players beside the game board.</li> <li>4. Player 1 draws a card looking at the two guide words on the card and the underlined entry word. Player decides whether the entry word comes before, after, or in between the guide words.</li> <li>5. Example: guide words: jump and kite, entry word "junk" comes in between.</li> <li>6. Player places the word in the correct column.</li> <li>7. Play continues with Player 2.</li> <li>8. Game is over when all cards are placed.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

3<sup>rd</sup> Grade Compound Words

Compound Word List		
baseball	snowman	watermelon
turtleneck	grandma	keyboard
downstairs	eyeballs	undercover
overcoat	spyglass	overalls
somebody	doorbell	motorcycle
cornbread	seahorse	hammerhead
jellyfish	eyeglasses	rainbow
classroom	blackboard	basketball
lumberjack	paperwork	windshield
windowsill	wastebasket	firefighter

### Consult 4 Kids Lesson Plans

#### 3<sup>rd</sup> Grade Before, After or In Between

web well	window	bed baby	brown	lake leap	lend
ceiling cent	cement	slept smile	stove	belong brake	brain
doll even	draw	rest read	ruin	main mile	morning
frame first	frock	table test	tea	car crate	crest
space spell	student	alien apple	ape	travel trust	turn
pack pie	pelt	star stake	surf	food fool	fuel
idea Indian	irate	repair rest	return	sink slide	stripe
blender carpet	bust	oven pain	part	faucet foul	frost

### Consult 4 Kids Lesson Plans

dishwasher drape	drain	microwave more	most	czar	dark	dare
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Root Words and Apostrophes
<b>Focus:</b>	Vocabulary (Root Words), Summarizing, and Apostrophes

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about root words? What is a suffix? What happens to a word when you add a suffix? What is an apostrophe? Why would you use an apostrophe? If you use an apostrophe, like in the word I'll, what letters is the apostrophe taking the place of? What do you call words like I'll? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> 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;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Root Words + -s, -es</b></p> <p>A root word is the base word. When you have a root word that ends in ch, sh, s, ss, or x, you will add –es. This will make another syllable to the word. When words end in other letters you will add the s only. This will not add another syllable. When you listen to yourself say the word aloud, if you hear a new syllable you will know to add the –es.</p> <p>Review several examples with students. Write them on the board and remind students why you are adding either –s or –es.</p> <p><b>s or es</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a game board and a list of words.</li> <li>3. Working together, students read through the list of words and decide which column the word should be placed into -s or -es.</li> <li>4. Students write the word in the correct column.</li> </ol> <p>When students have sorted the words, ask them to select 5 words and write an original sentence with each word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>



## Consult 4 Kids Lesson Plans

<p><b>Activity</b></p> <p><b>Summarizing:</b>          10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	
<p><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Apostrophes</b>          An apostrophe is a punctuation mark (') that is used to make a noun possessive (show ownership) or in a contraction to replace a letter or group of letters that have been left out.  <b>Examples:</b> John’s nose, Mary’s mouth, Reba’s hair and don’t, I’ve, they’d</p> <p>Have students give you several examples of possessive nouns and also examples of contractions. Write them on the board or a chart.</p> <p><b>Apostrophes</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an apostrophe word bank, and white boards.</li> <li>3. Working together, pairs review each of the items in the Word Bank and write the word correctly using an apostrophe.</li> <li>4. When all the words have been written, pair is to select 5 of the words and use them in a sentence.</li> <li>5. When finished, pair joins another pair and share the sentence.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade s or es

**s**

**es**

## Consult 4 Kids Lesson Plans

mix
wash
toss
watch
work
play
leap
feed
talk
crawl
wait
pass
wish
ask
reach

cover
burn
pitch
sing
buzz
miss
march
class
fix
dress
press
jump
cross
climb
box

3<sup>rd</sup> Grade Apostrophes

Apostrophe Word Bank	
blouse belongs to Nancy (Nancy's blouse)	will not (won't)
report card belongs to Jack	I am
blanket belongs to the baby	do not
stapler belongs to the teacher	can not
trophy belongs to the team	should not
apple belongs to the witch	you are
computer belongs to Sue	they would
football belongs to Nate	he is
sticks belong to the Scouts	are not
dress belongs to mother	it is
gum belongs to Melody	you would
book belongs to the library	he did
cup belongs to Shelly	we did

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Student Activity Choice
<b>Focus:</b>	Review Vocabulary and Conventions

**Materials:**

Activities from Lesson Plans #1 - #10  
 White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- 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](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a 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><b>Get to the Root</b>  <b>s or es</b>  <b>Prefixes and Suffixes</b>  <b>Compound Syllables</b>  <b>One of Each</b></p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

## Consult 4 Kids Lesson Plans

<p>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> <p><b>Comma Happy</b>  <b>Apostrophes</b>  <b>Alphabetical Order</b>  <b>Before, After, or In Between</b>  <b>In Order</b></p>	<p>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><b>Review</b></p>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p><b>Debrief</b></p>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Dividing Into Syllables
<b>Focus:</b>	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](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**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

## Consult 4 Kids Lesson Plans

<p>they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Sentence Builder</b> 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><b>Sentence Builder</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio three 6-sided dice and a white board or paper.</li> <li>3. Working together, students will roll at least two dice and can select to roll three dice.</li> <li>4. Once the dice have been rolled, trio will know how many words must be in the sentence they are going to write.</li> <li>5. Students create the sentence.</li> <li>6. Students must roll the dice a minimum of 12 times.</li> <li>7. When pairs are finished, they should share their sentences with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

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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!)

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade Dividing Into Syllables Game Board

be	de	ex	re

3<sup>rd</sup> 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

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	T, D or ED
<b>Focus:</b>	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

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What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

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

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3. Record the number of words read on a chart.
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5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**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><b>Clarifying:</b>  <b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentence Builder</b>          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><b>Sentence Builder</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio three 6-sided dice and a white board or paper.</li> <li>3. Working together, students will roll at least two dice and can select to roll three dice.</li> <li>4. Once the dice have been rolled, trio will know how many words must be in the sentence they are going to write.</li> <li>5. Students create the sentence.</li> <li>6. Students must roll the dice a minimum of 12 times.</li> <li>7. When pairs are finished, they should share their sentences with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b>  <b>D:</b> Describe one of the ELA activities that we did today.  <b>I:</b> Interpret that activity to your own experience and your own school work.  <b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.  <b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ol>

3<sup>rd</sup> Grade T, D or ED Game Board

T	D	ED

3<sup>rd</sup> 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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Consonant Plus le
<b>Focus:</b>	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:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**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.

## Consult 4 Kids Lesson Plans

<p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Run-On Sentences</b> 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. <b>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.</b> Go through the process of asking the questions and then rewrite, making changes to make meaning easier for the reader.</p> <p><b>Run-On Sentences</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Run-On Sentence card and white boards.</li> <li>3. Ask them to read the Run-on Sentence Card, ask themselves the questions and then rewrite the sentence into smaller units as appropriate.</li> <li>4. When finished pair should share with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> Grade 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



## Consult 4 Kids Lesson Plans

3<sup>rd</sup> 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.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	VC VC Syllables
<b>Focus:</b>	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**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**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

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b>  <b>Find the Evidence:</b> 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;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Subjects of Sentences</b>  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><b>Subjects</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs and give each pair a die and a white board.</li> <li>2. Working together, pair rolls the dice.</li> <li>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....</li> <li>4. Pair should share several of their sentences with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 3<sup>rd</sup> 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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	CK or X
<b>Focus:</b>	Vocabulary (Syllables), Clarifying, and Run-on Sentences

p

**Materials:**

Activity at end of lesson plan

White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are 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](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**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

<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;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Run-On Sentences</b></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. <b>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.</b></p> <p>Go through the process of asking the questions and then rewrite, making changes to make meaning easier for the reader.</p> <p><b>Run-On Sentences</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Run-On Sentence card and white boards.</li> <li>3. Ask them to read the Run-on Sentence Card, ask themselves the questions and then rewrite the sentence into smaller units as appropriate.</li> <li>4. When finished pair should share with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

3<sup>rd</sup> Grade 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

3<sup>rd</sup> 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.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	V CV Syllables
<b>Focus:</b>	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](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**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

<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;"><b>Activity</b></p> <p><b>Clarifying:</b>  <b>Charades:</b> 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;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Subjects of Sentences</b>  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><b>Subjects</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs and give each pair a die and a white board.</li> <li>2. Working together, pair rolls the dice.</li> <li>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....</li> <li>4. Pair should share several of their sentences with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



Consult 4 Kids Lesson Plans

3<sup>rd</sup> 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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	VC V Syllables
<b>Focus:</b>	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:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

students to the next level.

### Fluency Activity of the Day

**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)

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b>  <b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Predicates of Sentences</b>          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><b>Predicates</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs and give each pair a die and a white board.</li> <li>2. Working together, pair rolls the dice.</li> <li>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.</li> <li>4. Pair should share several of their sentences with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

3<sup>rd</sup> Grade 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

<b>Component</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Sentence Fragments
<b>Focus:</b>	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](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### 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

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b>  <b>Question and Connection:</b> 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;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Sentence Fragments</b>  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><b>What’s Missing?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a What’s Missing? Phrase Bank and a game board.</li> <li>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.</li> <li>4. When pairs have finished they should share sentences with other pairs.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Closing
<p><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

## 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!)

3<sup>rd</sup> Grade What's Missing Game Board

Subject	Predicate

3<sup>rd</sup> 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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	How Many Do You Hear?
<b>Focus:</b>	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

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What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

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*

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Chunk Reading:</b> This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:  <u>“Once upon a time</u> there was a prince who wanted to marry a princess; <u>but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Syllables</b></p> <p>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.</p> <p>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.</p> <p><b>How Many Do You Hear?</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Have pair review a How Many Do You Hear Word Bank and white boards.</li> <li>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.</li> <li>4. When they have completed the list, pair should think of 5 words that follow the pattern of two vowels together.</li> <li>5. Pair should find another pair and challenge them to divide the words they have found into syllables.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p>	<p>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</p>

## Consult 4 Kids Lesson Plans

<p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	<p>student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Sentence Fragments</b>  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><b>What's Missing?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a What's Missing? Phrase Bank and a game board.</li> <li>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.</li> <li>4. When pairs have finished they should share sentences with other pairs.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
 Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



3<sup>rd</sup> Grade 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

3<sup>rd</sup> Grade What's Missing Game Board

Subject	Predicate

3<sup>rd</sup> 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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Syllable Review and Predicates
<b>Focus:</b>	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](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> 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;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Syllables</b></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: vc/vc, vc/v, and vcv.</p> <p><b>Syllable Review</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Syllable Review Game Board and set of Syllable Cards.</li> <li>3. Working together, students will select a card, review the word, and determine which column it goes into.</li> <li>4. Activity is over when all word cards are placed.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></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

<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;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Predicates of Sentences</b></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><b>Predicates</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs and give each pair a die and a white board.</li> <li>2. Working together, pair rolls the dice.</li> <li>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.</li> <li>4. Pair should share several of their sentences with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
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## Consult 4 Kids Lesson Plans

 3<sup>rd</sup> 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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	3 <sup>rd</sup> Grade
<b>Lesson Title:</b>	Student Activity Choice
<b>Focus:</b>	Review Vocabulary and Conventions

**Materials:**

Activities from Lesson Plans #1 - #10  
White boards and pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

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Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

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#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

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Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a 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 <b>Syllable Review</b> Consonant + le CK orX <b>Syllables in Compound Words</b> How Many Do You Hear? <b>Dividing Into Syllables</b> T, D or ED</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Today is a 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"> <li><b>Subjects</b></li> <li><b>Predicates</b></li> <li><b>Run-On Sentences</b></li> <li><b>Sentence Fragments</b></li> <li><b>Sentence Builder</b></li> </ul>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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