

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Synonyms and One Minute Predictions
Focus:	Fluency, Synonyms, Double Consonants

Materials:

Chart Paper

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 (This is a subscription fee site).

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

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

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<p>students to the next level.</p> <p>Fluency Activity of the Day</p> <p>Partner Share: Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Synonyms</p> <p>In small groups students brainstorm words that mean the same thing as the word cry. Remind students that words which mean the same or about the same are called synonyms. The goal is to come up with at least 10 words that mean the same as "cry". sob, weep, tear, sigh, hysterics, blubber, bawl, snivel, whimper, whine.</p> <p>Once students have made a list, ask them to work in their groups 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;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Predicting</p> <p>One-Minute Predictions: Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, 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;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check</p>

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<p>Double the Consonant (activity at end of lesson plan) One of the things that you need to learn so that you can spell correctly is when to double a consonant and when to leave it alone. The purpose of this activity is to practice that skill.</p> <p>Directions: With a vis-à-vis pen, write the root words with “ed” and “ing” endings. After duplicating the activity either laminate or place in a sheet protector for reuse.</p> <p>Reminder: Many root words end with a short vowel and one consonant. When an “ed” or “ing” ending is added, usually the consonant is doubled. Example: map + ed = mapped map + ing = mapping</p>	<p>in with kids to determine if they have an understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>LBNT Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Antonyms
Focus:	Fluency, Antonyms, Double Consonants

Materials:

Chart paper

White board, pens and/or crayons

Activity at end of lesson plan

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the “Meat”)

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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

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

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

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<p style="text-align: center;">students to the next level.</p> <p>Fluency Activity of the Day</p> <p>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.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Antonyms</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>Create several sentences and try it out using each of the different words and see how the sentence changes in its meaning. For example. The movie was amazing and before it was over every emotion was felt, I laughed during so many parts. Or, The movie was amazing and before it was over every emotion was felt, I cried during so many parts.</p>	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Clarifying:</p> <p>Individual Show-Off: Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check</p>

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<p>Double the Consonant (at end of lesson plan) Review this game from yesterday. Have students share with you the strategies that they used to get the answers correct. Have students play with a different partner today.</p> <p><u>Directions:</u> With a vis-à-vis pen, write the root words with “ed” and “ing” endings.</p> <p>Reminder: Many root words end with a short vowel and one consonant. When an “ed” or “ing” ending is added, usually the consonant is doubled.</p> <p>Example: map + ed = mapped map + ing = mapping</p>	<p>in with kids to determine if they have an understanding of these key elements.</p>
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Closing
<p>Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p>Debrief</p> <p>3-2-1</p> <ul style="list-style-type: none"> • Share 3 things you like about today's lesson. • Share 2 questions you have that were not answered. • Share 1 thing that you will use tomorrow that you practiced today.

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Clipped Words and Homographs
Focus:	Fluency, Homographs, Clipped Words

Materials:

Activities at end of lesson plan (Clipped Words and Double or Nothing)

White board, pens/crayons OR 3 x 5 cards for Question and Connection Cards

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>Fluency Activity of the Day</p> <p>Slow Reading: Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Homographs--one of a group of words spelt in the same way but having different meanings. The English language is full of words that have multiple meanings and the challenge is to help students, especially those new to English, to understand the differences in meaning. You will have options to play several games using the same cards.</p> <p>The first is called Double or Nothing. The purpose of this game is to practice utilizing these homographs in a variety of sentences.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into groups of 2-3. 2. Give each group two sets of cards—word cards and sentence cards. 3. Shuffle the word cards and place them face down between the players. 4. Lay the sentence cards face up in a grid between the players. 5. Player #1 picks a word card and determines which sentence card the word goes with, filling in the blank in both sentences with the same word. 6. If he/she gets the answer correct, then play moves on to Player #2 and Player #1 gets to keep the pair of cards. 7. Player with the most cards at the end of the game wins. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Questioning:</p> <p>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</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>questions, going back and forth.</p> <p>Example: If students read something about Columbus, the QUESTION card might read: What were the names of the three ships Columbus sailed with? If the same article was read, a CONNECTION card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Clipped Words (at end of the lesson plan) Sometimes when we talk about something that is very familiar, we clip the word. For example, we usually refer to getting gas for the car rather than gasoline. Gas is a clipped version of gasoline. The purpose of this activity is for you to practice with some common clipped words.</p> <p>Directions</p> <ol style="list-style-type: none"> 1. Place the cards face down in a grid (like Concentration). 2. Player selects two cards. If they match, player removes the two cards and draws again. If the cards do not match, play moves to the next player. 3. Repeat step 2. 4. Winner is player with the most matches. 	<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>

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

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
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Clipped Words

pike	microphone	drape	referee
mike	automobile	gas	veteran
auto	graduate	ref	turnpike
vet	hamburger	burger	trigonometry
champ	drapery	trig	gasoline
grad	champion	exam	lab
van	sub	plane	memo
flu	limo	tux	teen

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laboratory	submarine	memorandum	examination
limousine	caravan	teenager	airplane
tuxedo	influenza	lunch	luncheon

Double or Nothing Homographs

agape	bass	bat	bow
down	entrance	evening	fine
learned	minute	moped	number
row	sewer	wave	wound
yard	duck	fly	fair
ring	pitcher	light	desert

Double or Nothing

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<p>Her mouth was wide open. It was _____.</p> <p>When he went to church he learned a Greek word for love. He learned the word _____.</p>	<p>He went fishing for _____.</p> <p>He has the deepest voice. He sings _____.</p>	<p>He would rather have a wooden _____ than a metal one.</p> <p>He is afraid of going into the cave because h heard that a _____ lived there.</p>
<p>She had a ribbon in her hair. It was tied in a _____.</p> <p>When he met the queen he remembered to _____.</p>	<p>Place your shoe _____ on the floor.</p> <p>He lives where it is cold so he has a _____ jacket made from goose feathers.</p>	<p>Please be sure that you go through the _____.</p> <p>Her grandmother is so excited to take her to Disneyland/ She knows it will _____ her granddaughter.</p>
<p>As the sun went down, the day turned into _____.</p> <p>The frosting was lumpy so she spent some time _____ it out.</p>	<p>Have you seen the movie, One _____ Day?</p> <p>He was speeding on the freeway so he was charged a _____.</p>	<p>He had done that many times so he has _____ his lesson.</p> <p>He is very well education. He is considered a _____ man.</p>
<p>There are 60 seconds in a _____.</p> <p>I have never seen anything so _____ . The picture is _____.</p>	<p>He was so sad that he _____ around all weekend.</p> <p>Do you know how to ride a _____?</p>	<p>He had no feeling in his hand. It was _____ than before it got hit.</p> <p>What _____ comes after 8?</p>

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<p>There is a song called "_____, _____, _____ your boat.</p> <p>They got into a _____ over who would pay the bill.</p>	<p>The water from the shower went into the _____.</p> <p>She uses needle and thread to make the dress. She is known as a _____.</p>	<p>When you see someone you know, _____ your hand.</p> <p>When you are standing on the beach the _____ will lap over your feet.</p>
<p>He _____ the old fashioned clock every Saturday.</p> <p>He was shot in the arm. He had a horrible _____.</p>	<p>The little girl was playing in her back _____.</p> <p>He decided to measure the fabric by the _____.</p>	<p>The mother _____ and her babies were waddling along.</p> <p>Be careful around here. You will need to _____ your head.</p>
<p>I will _____ to New York on an airplane.</p> <p>The dragon _____ had colorful wings.</p>	<p>He went to the County _____ and had a great time.</p> <p>Julie said that it wasn't _____ to send her away.</p>	<p>It is incredibly hot in the _____.</p> <p>I couldn't believe the he would _____ us when we needed him most.</p>
<p>Do you have a silver _____ that you wear?</p> <p>I heard the telephone _____.</p>	<p>He will pour the water out of the large green _____.</p> <p>The _____ hurled the baseball over the base.</p>	<p>Turn the _____ on when you come into the room.</p> <p>It is interesting how the shading went from _____ to dark.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Musical Shares and Sequencing
Focus:	Sequencing, Prediction, Punctuating Direct Quotes

Materials:

Activities at end of lesson plan (Sequencing and Direct Quotes)

White board and pen/crayon

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.

***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>6. Celebrate success.</p> <p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p>Fluency Activity of the Day</p> <p>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.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Sequencing is an important skill if you are predicting what will happen next. The order that events occur, matters. For example, you will not wash the dishes before you have eaten dinner and gotten them dirty, it just doesn't make sense. In this activity, read each of the cards and answer the question, what comes next.</p> <p>Sequencing Directions:</p> <ol style="list-style-type: none"> 1. Read through the cards and discuss the completion of each sentence. Blue cards are the sentence beginnings, yellow, the sentence ends. 2. Mix the cards up and place face down in a grid pattern (like Concentration). 3. Player one turns up one card and looks for a match in the second card. 4. If the cards match, the player keeps the cards. If not play resumes with the next player. 5. Continue until all cards are matched. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Predicting</p> <p>Three Words: share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students</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>

Consult 4 Kids Lesson Plans

<p>will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Punctuating Quotations correctly requires that students both know and understand the rules and then apply them correctly. In this activity students will be able to practice the basics. There are 6 basic rules:</p> <ol style="list-style-type: none"> 1. Periods and commas always go inside quotation marks, even inside single quotes. 2. The placement of question marks with quotes follows logic. If a question is in quotation marks, the question mark should be placed inside the quotation marks. 3. When you have a question outside quoted material and inside quote material, use only one question mark and place it inside the quotation mark. 4. Use single quotation marks for quotes within quotes. Note that the period goes inside all quote marks. 5. Use quotation marks to set off a direct quotation only. 6. Do not use quotation marks with quoted material that is more than three lines in length. <p>Punctuating Direct Quotes</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Direct Quotation cards, and a white board and crayon. 3. Student #1 draws a card and writes the statement or question on the white board correctly. 4. If Student #1 is successful, then Student #2 takes his/her turn. 5. Game is over when all cards have been used. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

Debrief
<p>3-2-1</p> <ul style="list-style-type: none"> • Share 3 things you like about today's lesson. • Share 2 questions you have that were not answered. • Share 1 thing that you will use tomorrow that you practiced today.

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

- 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!)

Sequencing—Part #1 (Select color for these cards)

If you eat food that's good for you...	If you brush your teeth after every meal...	If the typewriter breaks down...	If the fabric begins to fray...
If the tennis game is canceled...	If you put the red shirt in with the white sheets...	If debts are paid promptly...	If a horse breaks its leg...
If the strange dog bites you...	If Mrs. Jones call for me...	If there is a storm from the east...	If there is a heavy snowfall during the winter...
If the book isn't on the shelf...	If you have a bug bite...	If you get the wrong number...	If there is an electrical storm tonight...
If there are no objections...	If there is a fire in a skyscraper...	If a person is injured...	If the only lights that go out are in the kitchen...
If I can't keep the hair out of my eyes...	If a dollar is worth 100 pennies...	If you pay in advance for your theater seats...	

Sequencing—Part #2 (select different color for these cards)

...sew it around the edge.	...it should help cut down on your dentistry bills.	...it's best not to scratch it.	...check the circuit breakers.
...you must report it to the rabies control center.	...its runoff may cause rivers to overflow.	...do not use the elevator.	...I'm going to tie it back.
...your bedclothes will turn pink.	...the rain will seep through our east window.	...it's best not to talk on the telephone.	...a person established good credit.
...ask the librarian if it is check out to someone else.	...tell her I will return soon.	...dial information.	...you will be healthier.
...it is best not to move him until medical help arrives.	...there is a fifteen percent reduction.	...it usually is destroyed.	...five dollars equal 500 pennies.
...you will have to write the report by hand at the table.	...we will continue.	...I will have to reschedule it.	

Direct Quotes

<p>Wow! This is gorgeous Joe said</p>	<p>Maria said I can't see anything yet</p>	<p>Do you have any extra water Joe asked</p>
<p>Maria said Yes it is in my backpack</p>	<p>Good It's going to be a cold day Joe said</p>	<p>After a long walk Maria said I see the trail ahead Stop</p>
<p>Why did you do that Joe asked</p>	<p>I think I saw a bear up ahead Maria answered. YIKES! It's coming this way</p>	<p>Climb he yelled as he started up the closest tree.</p>
<p>Mr. Jones asked Lydia Are you going to the park?</p>	<p>Mom asked Please read me the poem Who Has Seen the Wind?</p>	<p>The Magic School Bus is one of my favorite T.V. Shows said Lily.</p>
<p>Are you going to the game Raquel asked</p>	<p>Anna asked, Will you give a report called Tribes of the Northwest?</p>	<p>My brother shouted, I can read Little Red Riding Hood!</p>

Consult 4 Kids Lesson Plans

<p>Maria remarked It's very cold today</p>	<p>Roy announced My report is titled Inside the Super Network</p>	<p>Let's get together this afternoon said Mona</p>
<p>Have you read the poem called Down, Down Yellow and Brown asked Lucy.</p>	<p>Laurie said Melinda let's play after school.</p>	<p>Jenel reported I have not seen the scene from play To Be or Not To Be.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Sequencing and Independent Reading
Focus:	Sequencing, Clarifying, Punctuating Quotes

Materials:

Activities at the end of the lesson plan (Sequencing and Direct Quotes)

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 (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

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.

Students played this game yesterday. Ask them to share the strategies they learned for playing the game easily. Have them share the tips with one another. Have students participate today but with a different partner.

Sequencing

Directions:

1. Read through the cards and discuss the completion of each sentence. Blue cards are the sentence beginnings, yellow, the sentence ends.
2. Mix the cards up and place face down in a grid pattern (like Concentration).
3. Player one turns up one card and looks for a match in the second card.
4. If the cards match, the player keeps the cards. If not play resumes with the next player.
5. Continue until all cards are matched.

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/question would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"

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;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Punctuating Direct Quotes See above</p> <p>Punctuating Direct Quotes Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Direct Quotation cards, and a white board and crayon. 3. Student #1 draws a card and writes the statement or question on the white board correctly. 4. If Student #1 is successful, then Student #2 takes his/her turn. 5. Game is over when all cards have been used. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
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Sequencing—Part #1 (Select color for these cards)

If you eat food that's good for you...	If you brush your teeth after every meal...	If the typewriter breaks down...	If the fabric begins to fray...
If the tennis game is canceled...	If you put the red shirt in with the white sheets...	If debts are paid promptly...	If a horse breaks its leg...
If the strange dog bites you...	If Mrs. Jones call for me...	If there is a storm from the east...	If there is a heavy snowfall during the winter...
If the book isn't on the shelf...	If you have a bug bite...	If you get the wrong number...	If there is an electrical storm tonight...
If there are no objections...	If there is a fire in a skyscraper...	If a person is injured...	If the only lights that go out are in the kitchen...
If I can't keep the hair out of my eyes...	If a dollar is worth 100 pennies...	If you pay in advance for your theater seats...	

Sequencing—Part #2 (select different color for these cards)

...sew it around the edge.	...it should help cut down on your dentistry bills.	...it's best not to scratch it.	...check the circuit breakers.
...you must report it to the rabies control center.	...its runoff may cause rivers to overflow.	...do not use the elevator.	...I'm going to tie it back.
...your bedclothes will turn pink.	...the rain will seep through our east window.	...it's best not to talk on the telephone.	...a person established good credit.
...ask the librarian if it is check out to someone else.	...tell her I will return soon.	...dial information.	...you will be healthier.
...it is best not to move him until medical help arrives.	...there is a fifteen percent reduction.	...it usually is destroyed.	...five dollars equal 500 pennies.
...you will have to write the report by hand at the table.	...we will continue.	...I will have to reschedule it.	

Direct Quotes

<p>Wow! This is gorgeous Joe said</p>	<p>Maria said I can't see anything yet</p>	<p>Do you have any extra water Joe asked</p>
<p>Maria said Yes it is in my backpack</p>	<p>Good It's going to be a cold day Joe said</p>	<p>After a long walk Maria said I see the trail ahead Stop</p>
<p>Why did you do that Joe asked</p>	<p>I think I saw a bear up ahead Maria answered. YIKES! It's coming this way</p>	<p>Climb he yelled as he started up the closest tree.</p>
<p>Mr. Jones asked Lydia Are you going to the park?</p>	<p>Mom asked Please read me the poem Who Has Seen the Wind?</p>	<p>The Magic School Bus is one of my favorite T.V. Shows said Lily.</p>
<p>Are you going to the game Raquel asked</p>	<p>Anna asked, Will you give a report called Tribes of the Northwest?</p>	<p>My brother shouted, I can read Little Red Riding Hood!</p>

Consult 4 Kids Lesson Plans

<p>Maria remarked It's very cold today</p>	<p>Roy announced My report is titled Inside the Super Network</p>	<p>Let's get together this afternoon said Mona</p>
<p>Have you read the poem called Down, Down Yellow and Brown asked Lucy.</p>	<p>Laurie said Melinda let's play after school.</p>	<p>Jenel reported I have not seen the scene from play To Be or Not To Be.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Find The Evidence and Fluency
Focus:	Fluency, Synonyms, Predicting

Materials:

Fluency passages or students current reading
 White boards, pens or crayons
 Conventions activity at end of lesson plan
 Chart paper

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.

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:
www.readinga-z.com (This is a subscription fee site).
 Check with the school day to see if the textbook has these passages (most do).
 Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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

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

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

Synonyms

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).

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.

Once this is done, have them select 3 words from the list and draw a picture that will represent that 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).

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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 walked alone.”

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;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Simple and Compound Sentences (Activity at end of lesson plan) The purpose of the activity is to practice identifying simple and compound sentences. Simple sentences have a subject and a predicate. Example: The brown dog ran quickly down the street. Compound sentences are two simple sentences put together by the connecting words like and. Example: The dog ran down the street and he stopped at the corner to wait for the light.</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Read each sentence. 2. Decide if it is simple, compound, or complex. 3. Sort the sentences to the appropriate column. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
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Simple and Compound Sentences

Simple Sentences

Compound Sentences

Consult 4 Kids Lesson Plans

I went to the store.

I went to the store but I did not buy anything.

The dog dug a hole in the yard.

The dog dug a hole and he chased the mailman.

John said that his brother was outside on his bike.

John rode his bike and he helped his neighbor rake leaves.

I did my homework first.

I did my homework first and I played video games with my friend.

I cleaned up my bedroom.

I cleaned up my bedroom but I did not clean up the yard.

We saw the Grand Canyon on our vacation.

We saw the Grand Canyon and we saw Yellowstone Park.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	I Wonder and Paired Reading
Focus:	Synonyms, Fluency, Sentence Types

Materials:

Activity at end of lesson plan
 White Boards, crayons and/or pens
 Chart paper

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.

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

Repeated Reading passages can be found at:
www.readinga-z.com (This is a subscription fee site).
 Check with the school day to see if the textbook has these passages (most do).
 Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

Consult 4 Kids Lesson Plans

<p>6. Celebrate success.</p> <p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p>Fluency Activity of the Day</p> <p>Paired Readings: Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Antonyms</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;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Questioning:</p> <p>I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I 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;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be</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

used as a “when homework is finished” activity.

Simple, Compound and Complex Sentences (attached to this lesson plan)

The purpose of the activity is to practice identifying simple, compound and complex sentences. Simple sentences have a subject and a predicate. **Example:** The brown dog ran quickly down the street. Compound sentences are two simple sentences put together by the connecting words like and. **Example:** The dog ran down the street and he stopped at the corner to wait for the light. Complex sentences are one simple sentence and then a phrase that could not stand alone. **Example:** Even though the dog waited at the corner, he did not know that the light was red.

Directions:

1. Read each sentence.
2. Decide if it is simple, compound, or complex.
3. Sort the sentences to the appropriate column.

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!)

Simple, Compound and Complex Sentences

Simple Sentences

Compound Sentences

Complex Sentences

Consult 4 Kids Lesson Plans

I went to the store.

The dog dug a hole in the yard.

John said that his brother was outside on his bike.

I did my homework first.

I cleaned up my bedroom.

We saw the Grand Canyon on our vacation.

I went to the store but I did not buy anything.

The dog dug a hole and he chased the mailman.

John rode his bike and he helped his neighbor rake leaves.

I did my homework first and I played video games with my friend.

I cleaned up my bedroom but I did not clean up the yard.

We saw the Grand Canyon and we saw Yellowstone Park.

If I go to the store, I will not buy anything.

After the dog dug the hole, he chased the mailman.

Even though it was cold outside, John rode his bike.

I did by homework later, after I had eaten dinner with my friend.

After the housekeeper came, the bedroom was clean.

While we were on vacation, we saw Grand Canyon and Yellowstone National Parks.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Figurative Language and Collective Nouns
Focus:	Figurative Language, Clarifying, Collective Nouns

Materials:

Activity from yesterday

White boards, crayons and/or pens

Convention activity at end of lesson plan

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.

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

<p>6. Celebrate success.</p> <p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p>Fluency Activity of the Day</p> <p>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).</p>	
<p style="text-align: center;">Vocabulary</p> <p>Students played this game yesterday. Review what an idiom is. Discuss strategies for playing the game effectively. Ask students to play with a different partner today.</p> <p>Figurative Language Directions:</p> <ol style="list-style-type: none"> 1. Place the definition cards face down. 2. Player draws a definition card and has 30 seconds to locate the correct idiom. 3. If player matches the definition and the idiom correctly, then he/she rolls the die and moves that many spaces. 4. If player does not match the definition and the idiom correctly, then he/she loses his/her turn. 5. Play continues until one person completes the course. 6. Cards may be reshuffled for play to continue. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Clarifying:</p> <p>Charades: Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>Collective Nouns</p> <p>A collective noun names a group. Groups have members which may be people, animals or</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

Consult 4 Kids Lesson Plans

things. A collective noun refers to the entire group at one time. The purpose of the activity is to determine which words are collective nouns and to write them on the game board.

Collective Nouns

Directions:

1. Divide students into pairs.
2. Give each pair a Collective Nouns Game Board and Sentence Cards.
3. Game Board goes between the two students. Sentence Cards are shuffled and placed face down next to the game board.
4. Player one reads the sentence card and determines if there is a collective noun in the sentence, and if yes, determines which word is the collective noun.
5. Player then writes the collective noun on the game board.
6. Player 2 then draws a sentence card and repeats the process.
7. Game is over when first player has identified 8 collective nouns.

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.

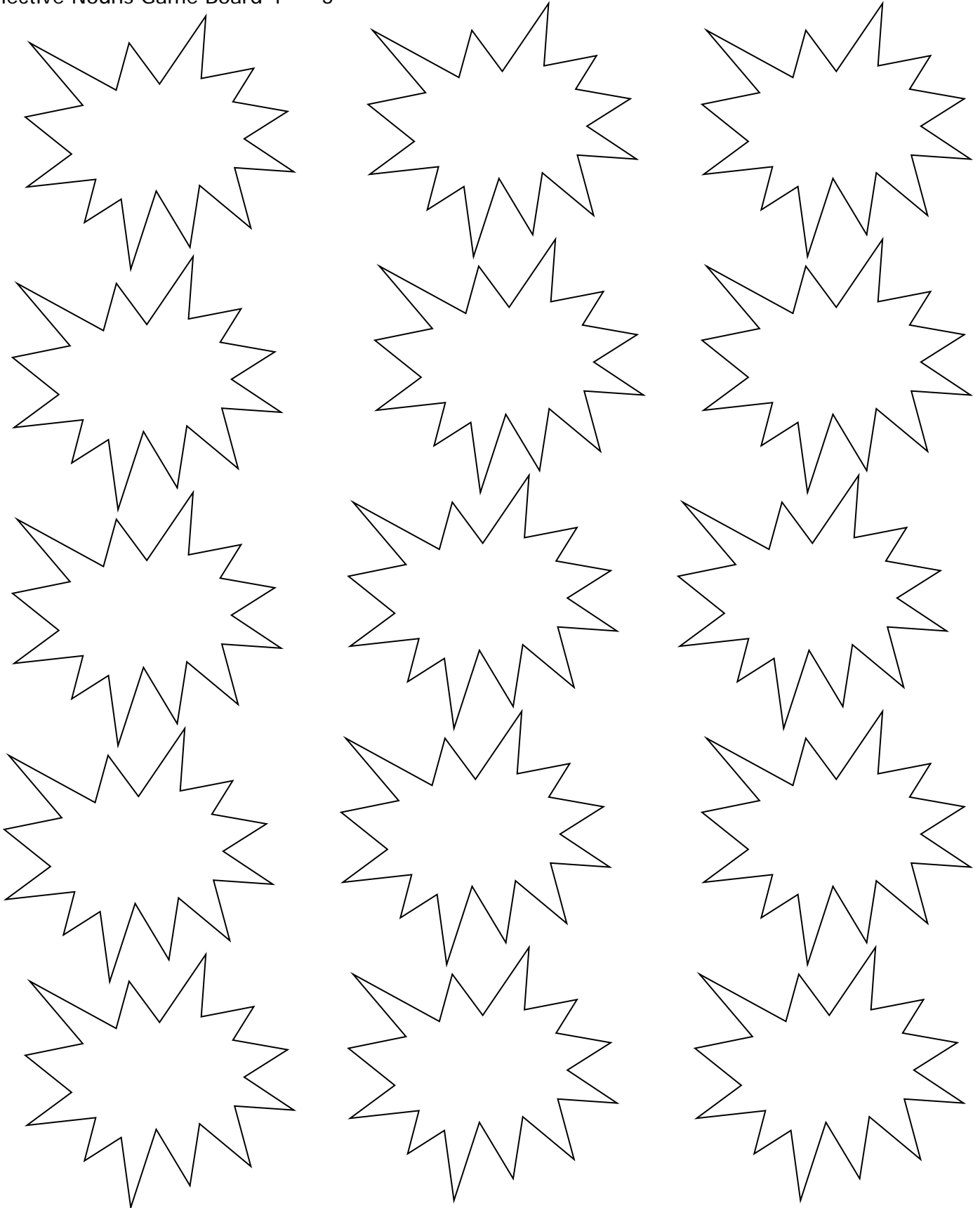
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

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!)

Consult 4 Kids Lesson Plans

Collective Nouns Game Board 4th – 5th



Consult 4 Kids Lesson Plans

<p>The army carefully went through the jungle.</p>	<p>The roll of quarters was worth \$10.00.</p>	<p>The band was marching in the parade in their blue and gold uniforms.</p>
<p>The atlas was updated to include three newly formed countries.</p>	<p>The pool of lawyers was waiting to get a case.</p>	<p>The litter of kittens looked just like the mother.</p>
<p>The swarm of bees was buzzing around the roof.</p>	<p>The troop of baboons is a big attraction at the zoo.</p>	<p>The flock of geese was flying south for the winter.</p>
<p>The school of fish could turn immediately and go the other way.</p>	<p>The board of directors for the school was elected.</p>	<p>Mom purchased a bunch of bananas for our lunches.</p>
<p>The cast of the play met us after the final curtain.</p>	<p>The hen's brood was busy following their mother.</p>	<p>The mob of kangaroos could be found in Australia.</p>
<p>The pride of lions is alone on the savannah.</p>	<p>The herd of buffalo is traveling through Wyoming.</p>	<p>We saw a pack of wolves near the campsite.</p>

Consult 4 Kids Lesson Plans

A cloud of gnats swarmed nearby.

The football team was eager to win the game.

The class will graduate in June.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	10 or Less and All Read
Focus:	Synonyms, Different Types of Sentences, Summarizing

Materials:

Activity at end of lesson plan
 White Boards, pens and/or crayons
 Chart paper

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.

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:
www.readinga-z.com (This is a subscription fee site).
 Check with the school day to see if the textbook has these passages (most do).
 Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

Consult 4 Kids Lesson Plans

<p>6. Celebrate success.</p> <p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p>Fluency Activity of the Day</p> <p>All Read: During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Synonyms</p> <p>In small groups have students brainstorm words that mean the same thing as the word laugh. Remind students that words which mean the same or about the same are called synonyms. Their goal is to come up with at least 10 words that mean the same as “laugh” chuckle, giggle, tee-hee, smile, guffaw, chortle, snigger, snort, hoot, cackle.</p> <p>Once students have made a list, ask them to work in the group 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;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Summarizing:</p> <p>10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way 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;">Conventions</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.

Simple, Compound and Complex Sentences (at end of lesson plan)

Review this game from yesterday. Have students share with you the strategies that they used to get the answers correct. Have students play with a different partner today.

Directions:

1. Read each sentence.
2. Decide if it is simple, compound, or complex.
3. Sort the sentences to the appropriate column.

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

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!)

Simple, Compound and Complex Sentences

Simple Sentences

Compound Sentences

Complex Sentences

Consult 4 Kids Lesson Plans

I went to the store.
The dog dug a hole in the yard.
John said that his brother was outside on his bike.
I did my homework first.
I cleaned up my bedroom.
We saw the Grand Canyon on our vacation.

I went to the store but I did not buy anything.
The dog dug a hole and he chased the mailman.
John rode his bike and he helped his neighbor rake leaves.
I did my homework first and I played video games with my friend.
I cleaned up my bedroom but I did not clean up the yard.
We saw the Grand Canyon and we saw Yellowstone Park.

If I go to the store, I will not buy anything.
After the dog dug the hole, he chased the mailman.
Even though it was cold outside, John rode his bike.
I did by homework later, after I had eaten dinner with my friend.
After the housekeeper came, the bedroom was clean.
While we were on vacation, we saw Grand Canyon and Yellowstone National Parks.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Double or Nothing and Review
Focus:	Sequencing and Review

Materials:

Activities from the past 11 days for students to select from, at the end of lessons 1-10.

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 (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>Fluency Activity of the Day</p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Have students select one of the games that they did during the week to play today. If they would like to do the synonyms and antonyms from most to least and create a synonyms/antonyms chart, consider the following word pairs:</p> <ul style="list-style-type: none"> • loud and quiet • old and young • fast and slow <p>Sequencing Double or Nothing</p>	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Q and S</p> <p>Question and Connection #2: Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide</p>

Consult 4 Kids Lesson Plans

<p>punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity. Today students will have an opportunity to select the game or activity that they participated in this week that they liked the best.</p> <ul style="list-style-type: none"> • Simple and Compound Sentences • Simple, Compound, and Complex Sentences • Double the Consonant • Clipped Words • Punctuating Direct Quotes 	<p>practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>LBNT Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
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